

**IMPROVING STUDENTS' ENGAGEMENT IN A LARGE CLASS BY USING
COOPERATIVE LEARNING FOR THE FOURTH GRADE STUDENTS
OF SD N ADISUCIPTO II IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Education**



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2013

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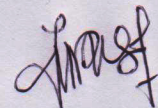
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Mottos

Berkah hidup yang baru itu diukur dari jam berapa kamu bangun pagi. (Bapak dan Ibu)

When expectation is low, satisfaction is easy.
(Anies Baswedan)

Fokus pada apa yang bisa kita lakukan sekarang atau banyak kesempatan akan hilang karena menunda.
(Swamida Mannik Aji)

Doing what you love is freedom. Loving what you do is happiness. (Andika Rahmadi Putra)

Kita bukan siapa-siapa. Kita hanya makhluk yang bertugas untuk menghargai pemberian lalu memberi lebih.
(Pangesti Wiedarti)

DEDICATIONS

This thesis is dedicated to:
my mother, my father and me myself

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ABSTRACT

This study was aimed at improving students' engagement in a large class by using Cooperative Learning for the fourth grade students of SD N 1 Adisucipto II.

This action research consisted of two cycles with three meetings in each cycle. The participants of this research were the researcher, the fourth grade students of SD N Adisucipto, the English teacher, and the collaborators. The data collection techniques were observations, interviews, and students' self-evaluation questionnaire. The data of this study were qualitative in nature supported by quantitative data. The data were in the form of field notes, interview transcripts, and the percentages of the number of engaged students. The research procedure was finding the problems, planning the solution, implementing the action, evaluating and reflecting the effectiveness of the actions. The validity of the data was obtained by applying the democratic, dialogic, catalytic, process, and outcome validity.

The findings of the study show that the use of Cooperative Learning in combination with using the various media and applying a quiet signal improves the students' engagement. The improvement of students' engagement is indicated by students' mood, focus, responsibility, group participation, as well as the task completion time. The grouping technique based on their ability improves their participation in their groups. Group member roles improves the students' responsibility and promotes positive interdependence among the group members. Fun and various cooperative activities improve students' mood and focus on the tasks. Cooperative learning also helps them to complete the tasks on time. Moreover, the use of various media can engage them in the presentation so that they can remember the material and recall it in the group activities. Besides, the quiet signal is effective to attract students' attention to listen to the instruction quickly and easily. The actions successfully improved the teacher-student, student-teacher, and student-student interactions and develop the students' social skills. The improved students' engagement results in the reduction of behavioural problems. It also benefits the teacher to give more time for instruction than behavioural management. In addition, both the relationship of the teacher-students and among students in the large class can be established.

CHAPTER I

INTRODUCTION

A. Background to the Study

Based on the English Learning Guidance in Elementary Schools (Depdiknas, 2008), the target of curriculum of English subject in elementary schools is students' performative level of literacy. In the level, the students are expected to be able to read, write and speak by using symbols and to be able to communicate in limited contexts. This is in line with the general objectives of the teaching and learning English in elementary schools that students are able to participate in the class, school or surrounding activities and able to interact with the surroundings by using English classroom language (Depdiknas, 2008). To achieve the goals, the students need to have communicative competences and they have to acquire them from the learning process.

Government also has a set of several guidelines in planning English learning process in elementary schools. Based on Government Regulation No. 19 year 2005 about National Education Standard, the learning process in the schools should be conducted interactively, inspirative, and enjoyable which can challenge and motivate the learners to participate actively and give enough space to them to be more creative and independent learners.

There are many determining factors in the successful teaching-learning process. One of them is the class size. An ideal language class consists of 25 students

(Blatchford, 2007: 149). In this class, it is easier for teacher to engage their students by using various methods and techniques and pay closer attention to all students. A small class benefits children due to a number of factors, including increased teacher's contact, differentiated instruction and improved classroom management (Benbow et al, 2007: 5). As a result, students in the type of class have more opportunities to participate in class activities and to interact with other students. Therefore, they can fully engage in the teaching-learning process.

It is important to engage students in the teaching-learning process because it is related to students' behaviours management. The engaged students will show positive emotions to get involved sustainably in the learning activities. When they were engaged in the teaching-learning process, the classroom disruptions and discipline issue in the class are also reducing. In the ideal situation, the teaching-learning process can run well.

Based on the preliminary observation in the fourth grade in SD N Adisucipto II, the classroom was regarded not ideal. The classroom consisted of 34 students with one teacher. It was also the class with the most number of students in this school because other classes only consisted of 20 to 26 students. It means that the class was considered as the large class. Therefore, the English teacher needed to adapt her teaching and to create different strategy based on the students' needs in the type of class. However, based on the interview, the teacher admitted that it was difficult for her to create a good learning environment in the large class because she had been accustomed to deal with smaller classes.

In addition, the teacher had not found the effective way to give every student individual attention in the class. It was difficult for her to supervise the students sitting at the back rows or to assist every student who needed her help.

It influenced to the student's perception about their teacher because the teacher did not always show her care for them or treat them in fair. Based on the observation in the class, the students competed with each other to get the teacher's attention. Sometimes their behaviours were distrutive and they were off-task in the learning activities. Therefore, the teacher became busier to deal with the behavioural management than the instruction. Moreover, it was time-consuming to manage the students' behaviours in the large class. Since the teacher did not find the effective strategy to handle a large class, she eventually reverted to "survival strategies" (Shamim, 3:2010). She asked the students to do the monotonous individual paper-pencil tasks which affected to their disengagement to learn English.

Those findings indicated that the class was not engaging. The size of the class might affect to the teacher's limited attention to every student and her inefficient instruction time to the whole class. It resulted in the lack of students' focus to learn so that they misbehaved in the class. Moreover, the teacher's experience to deal with a large class might affect to her difficulties to find the appropriate strategies and techniques to deal with the classroom management.

One of the ways to improve students' engagement in a large class was to allow students to do a small-group work. Some researchers believe that small groups can give a teacher chances to manage a large class and give students opportunities to

participate more actively. However, to make the students work in groups, merely seating them in a group could not encourage them to interact. Thus, Cooperative Learning was used as a strategy to structure students in the effective group works. It is believed that Cooperative Learning will be able to engage students in the teaching-learning process.

Thus, the researcher had a collaborative work with the English teacher and the students to make some efforts in improving students' engagement in the large class. The researcher applied Cooperative Learning as the instructional use of small groups that promoted students' engagement in the large class. She conducted action research entitled, "Improving Students' Engagement in a Large Class by Using Cooperative Learning for the Fourth Grade Students of SDN Adisucipto II in the Academic Year of 2012/2013".

B. Identification of the Problem

To identify the existing problems in the field, the researcher observed the teaching-learning process and interviewed with the related parties on 11 December 2011. Based on the observation and interviews, the writer obtained some information about the problems in the English teaching-learning process in the large class. The existing problems are described as follows.

The first problem is related to the teacher's difficulties to give every student the individual attention. The teacher could not observe in details to know the students who needed her assistances one by one. Moreover, the students might not get

sufficient help from the teacher because they could not express directly whether or not they had understood the material. Therefore, the students could not engage in the teaching-learning because they perceived that the teacher did not value their attendance and could not give them personal helps.

The second problem is related to the behavioural management. Since the students could not acquire the individual attention from the teachers, they competed with their friends to get the teacher's attention. Some students made disturbing noises or bothered their friends. The others decided to be off-task. It caused the time-consuming behavioural management. Eventually, the teacher left less time for the instruction.

The third problem is related the tasks and activities. The tasks and activities used by the teacher could not effectively engage students in the large class. Most of classroom activities were spent by doing exercises in LKS. The teacher did not use various activities to maintain students' enthusiasm in learning. It seemed that the activities were only about accomplishing individual tasks. As a result, the students got bored easily and lose focus to learn English. They showed off-task behaviours rather than finishing the tasks. Moreover, some of them cheated or to copied their friends' works when they realized that the time was almost over. It means that the students did not get fun in learning so that they were reluctant to accept the responsibility to do the task. It showed that they did not engage in the teaching-learning process social-pschylogically and behaviorally.

The fourth problem is related to the inappropriate student-student interaction which resulted in the impersonal relationship among students. The individual tasks given to the students in the large class limited their opportunity for student-student interaction, especially to employ the real use of target language in the class. Since there was no the appropriate student-student interaction in the learning activities, the students decided to make their own group interaction in cliques. In cliques, they often chitchatted during the learning activities. However, they felt unsecured to interact with the others except with their close friends. Unless their close friends, they did not give empathy and care to each other in the class. Moreover, this situation disadvantaged the students who were not the member of any cliques so that they had low self-esteem and became passive during learning activities.

C. Limitation of The Problem

The fourth grade of SDN Adisucipto II in the academic year of 2012/2013 was the class with the most number of students in the school. The class consisted of 34 students whereas other classes consisted of 25-16 students. In addition, the class had the most urgent problems to be solved. Thus, the study was conducted to solve the problems in the class.

The study was conducted in the second semester of the academic year of 2012/2013. In the second semester, the students learnt English in 14 meetings for five months since January 2013. However, due to the limitation of time and budget, the study was conducted for three months from February to April 2013.

The study also focused on the efforts to improve students' engagement in a large class for the fourth grade students of SD N Adisucipto II. The topic of engagement was chosen because the problems founded in the class had to do with students' disengagement.

To improve students' engagement, it was important to find the strategy to solve the problems in the large class. The strategy is related to the ways to facilitate the appropriate interaction in the class and to provide various fun activities which aroused the students' mood and encouraged their active participation. Thus, Cooperative Learning was implemented as the strategy to promote a small-group work to improve the engagement of the fourth grade students of SD N Adisucipto II.

D. Formulation of the Problem

Based on the identification and limitation of the problem, the formulation of the problem in the research is: how can Cooperative Learning be applied in a large class to improve students' engagement for the fourth grade students of SD N Adisucipto II in the academic year of 2012/2013?

E. Objective of the Study

The objective of the research was to improve the students' engagement in a large class by using Cooperative Learning for the fourth grade students in SD N Adisucipto II in the academic year of 2012/2013.

F. Significance of the Study

The action research can give some contributions for the students, English teacher, the school principal, the other researchers and the writer herself as follows.

1. For the Students in the Large Classes

The study can help students to be more engaged in the learning activities meanwhile to develop their language abilities in English. Additionally, the students can get the new perception about English subject so that they become the motivated and autonomous language learners.

2. For the English teachers

The English teacher can get some helps to solve the problems dealing with students engagement in the large class. Besides, the English teacher can get the ideas to create the English teaching more fun and interesting for students.

3. For the School Principals

The action research can give the insight for the school principal to implement the appropriate policy to support the English teaching-learning process. It also can give information on the significance of using Cooperative Learning in the English class or in the large class.

4. For other researchers

The study can be adapted to other researchers to solve the problem dealing with the students' engagement or large classess. It also can be the reference about the implementation of Cooperative Learning in the large classes.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Teaching English to Elementary School Students

The teaching of English in elementary schools in Indonesia is aimed at familiarizing students with English at an early age. Based on the Decree of Minister of Education and Culture Number 060/U/1993 and 170/105/1994, English is taught as a local context subject matter starting from the fourth grade. In some schools, even English is required in the first grade. In the curriculum of elementary schools, English is taught to attain the performative level of children's literacy. In this stage, the students are hoped to be able to read and write, and speak up by using symbols which are used and communicated in limited context. It means that the students are expected to be able to understand the instructions around the school environment, make an interaction around the school environment, and read and write the simple sentences that are appropriate to the children's lives.

For the reason, English teachers who concerned with teaching to children should be aware of the nature of children in addition to mastering all crucial components in teaching them.

B. The Characteristics of Children

Children have experience of life and knowledge of the world which develop intelligences. Linse (2005:3) differentiates children's development into three

attributes. Those are cognitive, social/emotional, and physical aspects. However, she argues that a specific child does not develop in those aspects at the same rate. A child may learn to read at a very early age. In addition, he/she possibly has developed advanced cognitive skills but still behaved in ways that are viewed emotionally and socially immature. This various development of a child depends on the potential inherited from the parents and the opportunities for the child to interact with people. However, some experts believe that every child has salient characteristics in their ages.

1. Cognitive characteristics

In the cognitive aspect, Scott and Yttereberg (1990:3) state that children, especially in the ages of 8 to 10 years old, can form basic concepts to view the world, namely telling definite views about what they like and do not like. It means that the children in these ages can easily express their choices. Furthermore, they can actively negotiate about what they need to behave and what they need to learn. Therefore, teachers need to be democratic by listening to and respecting their opinions during the lesson. It is important for the teacher to manage the classroom environment which facilitates their opinions about the lesson. For example, in the topic about animal, teachers give them the activities related to their favourite animals. As a result, the teacher-student interaction can be developed effectively.

In language learning, Scott and Lisbeth (1992) and Widodo (2005:2) state that children particularly aged 8 to 10 are aware of basic linguistic rules of language. At these ages, children can grasp abstracts and symbols, generalize language, and

systematize it. Children are also capable of interpreting meaning without understanding. They learn a language by observing and practising. When they do not understand what people say, they guess the meaning based on the situational context. Providing media such as pictures, videos, songs, puppets, or many other visual materials can help them to stimulate their minds in learning a language. Especially in teaching grammar, the grammar which is stated in abstract terms should be avoided. Brown (2001:87) states that using examples and repetition is effective to teach grammar.

Additionally, their cognitive development to learn language is influenced by their environment. According to Piaget in Cameron (2000:7), children interact with their environment in order to actively construct knowledge. In addition, Vygotsky in Cameron (2000:9) states that they can learn better with adult, a person that is more skilled than the learner. It means that teachers are the adults who can help them to develop their cognition. By the support of the teacher, children can grasp the metalanguage to describe and explain linguistic concepts.

In the other hand, Piaget believed that the learners could learn better with peers. The young learners who discuss with each other are more useful for the development of their learning rather than discussing with adults.

It means that more skilled people can be adults or peers. To make their role effective, they need to build good relationship with them. Building friendly environment for language learning is the key to support so that they can learn effectively. If there is no good relationship between the young learners and the

teacher or among peers, the learners will be unfamiliar or fear to them and then they will not be able to accomplish their learning objectives.

2. Emotional/Social Characteristics

Children are also growing socially and emotionally as they are learning language in their elementary school years. In social development, the children in the group of ages of 8-10 are able to work with others and learn from others (Dewey, 1960 in Bawn 2007:13). McKay (2006:8) also states the children in the ages of 5-12 can gain confidence and reduce dependency. They are also developing a growing understanding of the self in relation to others and an ability to function in groups. It means that the children in these ages can work with peers. It is important for the teachers to introduce group tasks through various games and activities to them.

However, McKay (2006:8-9) states that they are sensitive to criticism and their feelings of success or failure so that they depend on how adults and peers respond to them. Their egos are still being shaped and therefore the slightest nuances of communication can be negatively interpreted (Brown, 2001: 89). They can be sensitive when they are mocked or disrespected. It will influence their motivation and interest to get involved in group activities. McKay (2006:9) even argues that the relationship in groups influence the students' participation.

Since the children are still in the stage of developing self-esteem and confidence (Brewster et. al, 2003:28), speaking in public is not comfortable for them. Thus they need individual attention for encouragement in learning. They need love, security, recognition and belonging to accompany a gradual shift from the

dependence on the teacher's to peers' support and approval. Therefore, teachers have a role to help them to build their self-esteem and confidence. Brewster (2003: 28) suggests teachers to provide a sense of security and a warm, to give praise and encourage classroom atmosphere in which they feel that they have opportunities to succeed in their learning. For example, the teacher appreciates their work by giving praise and talking about them while laughing together.

3. Physical Characteristics

Children have a lot of physical energy and often need to be physically active (Brewster et.al, 2003:27). Teachers can help them to discover the concept of language by themselves by involving their body. Games and class project are the activities which are appropriate for them. The activities can engage them in the teaching-learning process.

Brown (2001:89) also states that children will attend very sensitively to their teacher's facial features, gestures and touching in learning. Therefore, children's understanding comes not just from explanation but also from what they see, hear, touch and interact with. It means that teachers need to accompany their explanation about language concepts by using sensory aids to help children internalizing concepts. For example, the children are asked to learn from the touch of plants and fruits, the taste of foods and audiovisual aids like videos, pictures, tapes and music.

C. Principles of Teaching English to Children

Based on the children's characteristics explained before, it is important for teachers to teach English based on the principles of teaching English to children.

1. Use authentic and meaningful language

The language learning needs to establish a context within which language can be received and sent and thereby improve attention and retention. In authentic and meaningful language, children are focused on what this new language can actually be used for here and now (Brown, 2001:90). Otherwise, Brown argues that context-reduced language in abstract, isolated, unconnected sentences will be much less readily tolerated by children's mind.

To provide this language, the tasks and activities in the classroom which are based on students' perspectives are helpful for the teachers to use. Therefore, the topics for teaching English should relate to their life experiences. For instances, the materials insert story lines, familiar situations and characters and real-life conversations, such as about home, their family, their school. In language lessons, teachers also use sensory aids to help children to internalize concepts. Teachers may use audiovisual aids like videos, picture, tapes, musics, the taste of foods, the touch of plants and fruits and the smell of flowers.

2. Explain the materials by using various media and repetition technique

The children need aids to comprehend the new vocabulary. Introducing new vocabulary can be done through puppets, flashcards, song, or many other media. When the children get fun in learning, they will understand the material easily.

In teaching children, it is also important to use repetition to teach more difficult concepts or patterns. Repeating certain patterns may be necessary to get the brain and the ears to cooperate. Through repetition, the children will have practices the correct pronunciation of how producing spoken communication. For example, teachers can use survey game to invite students repeat some expressions orally in meaningful way.

3. Applying interactive and fun activities

It is useful to make lessons interesting, lively, and fun (Taylor and Parsons, 2011:11). The activities in the classroom need to be in the clear and understandable context depending on the students' level and interest. It is aimed at keeping their interest and attention alive.

It should be cheerful because children are active learners. The teacher may arrange the students to work in groups or individually based on the tasks. It will give them chances to interact with others while learning from each other. The interactive and fun activities can be applied by using cooperative activities, group project, and games.

4. Develop supportive learning environment

It is important to give students the sense of security in order to establish their self-esteem. Teachers should give praise and criticism in balance (Brown, 2001:203). Teachers need to give them praise for their effort to learn while giving them criticism for feedback in non-threatening way. As an example, a teacher may invite the students to laugh with each other at various mistakes that they all make (Brown, 2001: 89).

Nonverbal language is also important to develop the supportive learning environment. Teachers may use facial features, gestures and touching so that children will indeed attend very sensitively to their teacher's instruction and order.

5. Allow students to be active participants

Teachers need to involve students, ask many questions, and encourage students to express their ideas and thoughts in the new materials. They also can engage them in cognitively challenging tasks. It is important to invite them to participate actively in groups and project activities.

D. Teaching Children in a Large Class

1. The Definition of a Large Class

Hayes (1997, in Qiang and Ning 2011:1) argues that there is no agreement or standard definition in the literature about the definition of a large class. It is due to the different perception about the definition of a large class among the experts. Mortimore and Blatchford (1995) in Sedibe (1998:12) claim that the British teacher can consider a class of 30-35 as a large class, but their experience will be the determining factor. However, classes of 30-35 can be 'ideal' for the teachers who have experienced teaching 60 pupils and more in a class. Hayes (1997, in Qiang and Ning, 2011:1), states that the various perceptions about a large class regard to the preference of teacher to manage and to support resources available.

The teachers who have experienced teaching English to children argues that the ideal class size for language teaching is 25 students (Blatchford, 2007: 157-159). This

class size allows teachers to give more individual attention to the children. In the class above 25, children with learning difficulties and slow learners do not get a fair deal, especially when they receive little or no additional support. Moreover, Blatchford concludes that the students in that class become more passive than in the smaller class. Based on the research about teachers' perception, the large classes are the classes consisting of more than 25 students

2. Advantages and Challenges of Teaching Children in a Large Class

A large class gives advantages in teaching-learning process. Ur (2000 in Qiang and Ning, 2011:3) states that a large class can provide richer human resources and greater opportunities for creativity than a smaller class. As Zhichang (2001, in Qiang and Ning, 2011:3) found, a large class facilitates students to contribute more ideas, and therefore to provide more opinions and possibilities. In addition, the class benefits students in social development. Interaction with different peers in every activity gives them opportunities to learn about more human's characteristics, to understand them and to deal with them.

Nevertheless, teaching a large class gives more challenges for teachers. It is difficult for teachers to discipline students in the large class, especially for students who lack of self-control. As a consequence, teachers take more time for time management and behavioral management. Conversely, they decrease the amount of time that can be spent on instruction. Teaching in a large class also makes teachers difficult to organize efficient class activities due to the constraints of time and place.

Blatchford, et. al (2007: 148) who studied the effect of class size on the teaching of students aged 7-11 years, argues that it seems likely that the number of children in the class influence the the time for teacher to give individual attention. Thus, it is difficult to monitor the students sitting at the back row or to assist every student who needs help. It results to the students' perception of their teacher because the teacher does not always cares for them or treat them in fair. Damico & Roth (1994 in Parn, 2006:11) states that when students like how the the teacher gave them attention, they will make an effort to proceed with difficult concepts and take interest in the learning, but if they dislike the teacher they are much less likely to be fully engaged in class.

Finn, Pannozzo, and Achilles (2003 in Blatchford, et. al, 2006: 149) also states that the effects of class size in the elementary grades are in terms of student engagement. The environment gives impact to their social-psychological engagement (Damico & Roth, 1994 in Parn, 2006:11). If they were not given the activities to interact with other students and teacher, the student are posibly difficult to interact socially.

In language learning, a large class also limits the opportunity of students to participate and practice English in the teaching-learning process. English teachers cannot help and asses the language performance of every student. Thus, the students tend to be passive in the learning process. It means that the situation in the type of class is not ideal for teaching children in elementary schools since the students are expected to be able to read and write, listen and speak in English.

3. Principles of Teaching Children in a Large Class

Based on the advantages and the challenges, it means that teaching students in a large class is different from teaching them in a small class. In the small class, teachers can be easy to give every student individual attention and to manage the class. Teachers also can arrange the seats creatively so that they can supervise the students easily. In a large class, teachers require different approach to teach the students. There are some principles proposed by Hayes (1997, in Qiang and Ning, 2011:9) to teach children in a large class as follows:

a. Organizing student activities

Teachers may feel unable to promote student interaction since there is no room to move about. To address the problem, teachers need to consider the advantages for student-student language learning activities. Teachers need to plan a typical classroom that enables students to see the board, see and speak to each other, and move around easily to do activities. However, if the agreement about the seating arrangement with the school principal or the class teacher is not possible, it may be worthwhile to train the students to rearrange the classroom for lessons in which the primary focus is group or pair work.

b. Applying a Quiet Signal

In many cases in the large classes, teachers think that they are unable to control what is happening and that the classes become too noisy. Teachers have to speak louder to get the control and it will be tiring for them to do it all the time. Dealing with this, Hayes suggests teachers to convert the disturbing noises to the

well-regulated noises. They need to allow the noises in small groups as the positive productive noises. It is to suggest that the activities are accompanied by the routines of the teachers about the signal when they want to speak and the signal when they need students to pay attention for their instructions. It is called as a quiet signal. As an example, a teacher raises his/her hand while counting down from five to one to instruct the students follow him/her to raise their hand so that their attention will be back to the teacher.

c. Giving Students Responsibility

Teachers need to find strategies of making students more responsible for self-control. Teachers invite students to get involved in management activities that occur in a class such as distributing worksheets, cleaning the board, collecting books, as well as deciding which of these could be done by students rather than by the teacher. And then they are asked to come up with practical ways to ensure that giving responsibility to students does not mean that chaos occurs.

d. Valuing the Student's Attendance

In addition, teachers need to value the attendance of every student. The teachers should use names as the initial step to show students that their teacher cares about them as individuals. Another way, teachers themselves needs to move around the room, to monitor and to assist students as individual in necessary. It implies that not all students need individual attention in every lesson. For example, a quick check that they are doing the activities correctly will often be enough. Furthermore, it brings into focus the part that students working in groups so that they can help each other.

E. Promoting Students' Engagement in a Large Class

According to Finn, Pannozzo, and Achilles (2003 in Blatchford, et. al, 2006: 149), a class size greatly affects to the students' engagement. Nevertheless, it does not mean that the class size is the main factor of their disengagement. The teacher's instructional strategies in a large class can influence their engagement. In this part, the discussion about the students' engagement is presented.

1. The Definition of Students' Engagement

Students' engagement is the students' sustained involvement in learning activities accompanied positive emotions (Skinner and Belmont, 1993 in Chapman, 2003:2). They state that the students can be called as being engaged when they show their willingness to select the task, to voluntarily participate, and to show efforts and concentration. Despite challenges and obstacles, the engaged students get involved in the work and take visible delight in accomplishing their work (Schlechty, 2001 in Saeed and Zynger, 2012: 253). They show positive emotions which were indicated by their posture, facial expressions and encouraging noises. Those gestures show that they are enthusiastic, curious, and interested.

The students who are not engaged will lose interest in classroom activities, respond poorly to teacher direction and classroom interaction. Furthermore, they will participate in disruptive behaviours and display negative attitudes towards teachers and classmates. Alvarez (2002, in Saeed and Zynger, 2012: 252) states that if students are not engaged when doing academic tasks, then they may acquire only a very small amount of knowledge because engaged students are prepared to take a personal risk

or chance in the learning task. It means that engaging students in learning activities is important because it is related to the strategies to manage students' behaviours and to motivate them to learn.

2. Types of Engagement

From the definition, the element of engagement was students' sustained involvement and a positive emotional tone. Dunleavy (2008, in Taylor and Parsons (2011:18) specifies those elements into three types of student engagement, namely behavioural, academic-cognitive categories, and social-psychological categories.

Behavioral engagement (BE) is indicated with to value of schooling outcomes, participation and attendance. Social-psychological engagement (SPE) is related to sense of belonging, relationships, interest and positive feeling. Academic-cognitive engagement (ACE) is shown by being time-on-task, homework completion, response to challenges in learning, concentration and effort directed toward learning.

3. The Levels of Students' Engagement

Parn (2006:36) states that the students can engage in the learning activities in the different levels. In her rubric of engagement, she describes the characteristics of the engaged students into four levels of students' engagement. However, she does not name every level of the engagement. For the purpose of the study, the rubric was adopted. There are four named categories of students based on their level of engagement: fully engaged, fairly engaged, slightly engaged and disengaged

students. The verbal qualifiers of the categorization in students' engagement is as suggested by Rohrmann (2007: 9-10) to rate the scale of the quality of engagement.

Table 1. Rubric for Measuring the Level of Students' Engagement

Indicators	The Level of Students' Engagement			
	Fully engaged	Fairly engaged	Slightly engaged	disengaged
Feeling (SPE)	being excited	being quite pleased	being uninterested	being bored
Focus (ACE)	often listening to the teacher's instructions, working hard to do the tasks	sometimes listening to the teacher's instructions, being reminded once to do the tasks	seldom listening to the teacher's instructions, being reminded more than once to do the tasks	never listening to the teacher's instructions, leaving the group
Responsibility (BE)	preparing the group/individual performance, completing the tasks	being reminded once to prepare the group/individual performance and to complete the tasks	being reminded more than once to prepare the group/individual performance and to complete the tasks	not preparing the group/individual performance and completing the tasks
Participation (BE)	often joining group discussion	more than once joining group discussion	once joining group discussion	never joining group discussion
task completion Time (ACE)	being able to complete the tasks earlier than the due time	being able to complete the tasks in time	being able to complete the tasks in the extra time	being unable to complete the tasks until the end of the lesson

Adopted from Engagement Rubric by Parn (2006)

SPE = Social-Psychological Engagement

BE = Behavioural Engagement

ACE = Academic-Cognitive Engagement

4. Factors of Students' Engagement

The efforts to engage students refer to the ways to manage classroom behaviours (Parson and Taylor, 2011: 9). It deals with the reduction of a classroom disruptions and discipline issue. In the other words, the focus is not about the ways to solve classroom misbehaviour problems but the ways to garner disengaged students' interest. The factors to engage students in the teaching-learning process are the students' perception of their teacher and the tasks.

a. Students' perception of their teacher

Parn (2006: 24) explains that, in classes of any size, the student's perception of their teacher, whether the teacher cares for them, it greatly impacts their engagement level. How a teacher establishes a relationship to his/her students can influence their feeling to him/her. Thus, teachers need to show the friendly manners to teach the students.

Ortiz (1997, in Parln 2006: 28) even finds that teachers' behaviours influence to student engagement. He argues that when the teachers' behaviours are demonstrated in a positive manner toward students, students generally respond to the teacher with positive behaviours and high levels of engagement. As the reverse, the negative demonstrations of teachers' behaviours, also generally yield negative behaviors and engagement levels from students.

b. Tasks

The choices of the tasks determine the students' engagement. The choices of the tasks consider the difficulty level of the work they are given, the manner in which

a lesson is conducted, and the resources that are available to learn with (Steele, 1993 in Parn, 2006: 29). Students benefit from being challenged by working and solving problem in the group.

Taylor and Parson (2011:10) also states that fun and interesting activities enable to engage students and to reduce behavioral problems in classroom. Thus, the quality of engagement is indicated by the efforts to improve student enjoyment. Taylor and Parson (2011:10) suggest that teachers should help students to enjoy their learning by using their interest into the materials and using various strategies to engage students in their work, such as in small-group work and project-based learning.

F. Cooperative Learning

Working in small groups is the strategy which is appropriate in a large class. In small groups, students can interact with other peers. Small grouping also helps teacher to pay closer attention to the students, thus reducing the chances of serious learning problem. However, to make the students work in groups, merely seating them in group tables cannot encourage them to interact. Teachers need to implement Cooperative Learning as the strategy to structure small groups so that the students work and interact in their group. The definition and the implementation of Cooperative Learning are presented in this part.

1. **The Definition of Cooperative Learning**

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (Johson, et. al, 1991:2). Students seek outcomes that are beneficial to all. They discuss material with each other, help one another to understand it, and encourage each other to work hard.

The advantages of using Cooperative Learning is the increase of academic achievement and the development of social skills. Cooperative Learning encourages students to use higher level thinking skills, more frequent transfer of learned concepts, and more time-on-task (Johson and Johson, 1999: 68). Cooperative Learning also aids students in developing social skills. Teaching appropriate social behaviours to students is increasingly important due to the growing needs of children. Cooperative situations help students learning these skills by working together. Tomasis (2004: 669) inquired the effect of Cooperative Learning to children and he found that working cooperatively helped them to form new friendships and learn to appreciate differences in ability, difference in personal characteristics and differences in opinion.

Cooperative groups can be carried out productively if the teachers fullfill five elements of Cooperative Learning (Johnson and Johnson, 1989: 17). The elements are positive interdependence, promotive (face-to-face) interaction, individual accountability, interpersonal and small-group skills, and group processing.

a. Positive Interdependence

Positive interdependence is a condition when students perceive that they link with group mates in such a way that they cannot succeed unless their group mates do. It means that they must coordinate their efforts with the efforts of their group mates to complete a task. To illustrate, a cooperative spelling class is one where students are working together in small groups. In the activity, the students help each other to say the words correctly in order to take the spelling test individually. Each students' score on the test is increased by bonus points if the group is successful. It promotes situation in which students: 1) see that their work benefits group mates and their group mates' work benefits them, and 2) work together in small groups to maximize the learning of all members by sharing their resources to provide mutual support and encouragement and to celebrate their joint success.

Kagan (1990:12) structures positive interdependence into 5 forms: goal, reward-celebration interdependence, resource, role, task, identity and threat. The teachers can choose one or more forms to structure interdependence. The teachers' jobs description to organize the interdependence are explained in the table 4.

Table 2. **Structuring Positive Interdependence**

No	Positive Inter-dependence forms	The Explanation of the Techniques
1	Goal	Teachers structure a group to be aware of the mutual goal, such as "learn the assigned material and make sure that all members of the group learn the assigned material."

	Reward-Celebration	Teachers may wish to add joint rewards by giving each group member the same reward when the group achieves its goals. Additionally, they regularly celebrate group efforts and success with the students to enhance the quality of cooperation.
	Resource	Teachers give each group member has only a portion of the resources, information, or materials necessary for the task to be completed. For example, the students were given one copy of the problem or task per group or each of them were given part of the required resources that the group must fit together.
	Role	Teachers create role interdependence among students when they assign them complementary roles such as a reader, a recorder, a checker of understanding, and an encourager of participation.
	Task	In certain tasks, teachers divide the actions so that one task has to be completed by one group member if the next member can complete his or her responsibility.
	Identity	Teachers ask students to establish a group identity through a name or motto.
	Threat	Teachers ask groups to compete among each other.

b. Face-to-Face Promotive Interaction

Promotive interaction is set of characteristics in the task or learning activity that requires ongoing conversation, dialogue, exchange, and support. It is characterized by (1) the effective help and assistance by each other, (2) information and material exchange, (3), peer feedback, (4) the challenge of each other's conclusion and reasoning in order to promote higher quality of decision making, (5) the influence of each others' efforts to achieve the group goals, (6) the trust among them, (7) the motivation for mutual benefit, and (7) low anxiety and stress.

However, not all cooperative activities can be conducted by inserting promotive interaction. For example, group writing assignments have positive interdependence because the final products depend on contributions from all group

members but they lack of promotive interaction. Still, to fullfill the element in writing assignment, students can do writing work together by being interdependent to each other because of the limited resources and learning tools given. It can encourage them to share, to help and to applaude each other's effort to achieve.

c. Individual Accountability

Individual accountability means that each student believes that his or her individual contributions, learning, and performance will affect the grades that they receive. It exists when the performance of them is assessed. The assessment encompasses to their material mastery which is tested individually and their behavior during the group process. There are 6 common ways to structure individual accountability: (1) keeping the size of the group small because of the smaller the size of the group, the greater the individual accountability may be, (2) giving an individual test, (3) randomly examining students orally, (34) observing each group, (5) assigning one student in each group the role of checker, and (6) having students teach what they learned to someone else.

d. Interpersonal and Small Group Skills

Groups cannot function effectively if students do not have and use the needed social skills. Teachers teach these skills as purposefully and precisely as academic skills. Johson and F. Johson (1991:68) states that students must get to know and trust each other, communicate accurately and unambigously, accept and support each other and resolve conflict constructively.

e. **Group Processing**

Group processing is defined as reflecting on a group session to describe what member actions were helpful and unhelpful as well as to make decisions about what actions to continue or to change. The purpose of it is to clarify and to improve the effectiveness of the group members in contributing to the collaborative efforts to achieve the group's goals. The information for reflection can be yielded from students' explanation about their understanding to the instructions, the major concepts and strategies being learned and the basic elements of Cooperative Learning.

2. The Implementation of Cooperative Learning

If a group of students has been assigned to do a task, but only one student does all the work and the others do nothing for the group, it is not a cooperative group. Moreover, Slavin (1999: 74) warns teachers of the risk they take by approaching Cooperative Learning in such a way by saying:

“This ‘group work’ creates the danger that one child can do the work for the whole group, that some children will take the ‘thinking roles’ in group activities while others take clerical or passive roles, or that some children may be ignored or shut out of the group activity, especially if they are perceived to be low achievers”

Therefore, teachers require careful preparation and implementation because they need to ensure that the key to successful group work can be established. Teachers have a role to manage and structure the students so that they realize about their need to know material or their roles for the whole group.

a. Grouping

Maxim (2006) states that primary grade children work best in pairs. However, it does not mean that children cannot work in a group. In the book of “Dynamic Social Studies for Constructivist Classrooms”, Maxim (2006: 175) suggests that the initial groups should be in pairs. It is aimed at promoting relationship and ensuring participation. And then, they can work in groups. In groups, children practice to do the task by yielding different perspectives, choosing their level of participation and employing more sophisticated social skills.

To structure children in groups, it is to suggest that teachers determine it rather than giving the children freedom to choose their members by themselves. Students can be grouped and regrouped routinely based on many different criteria. Teachers can choose the techniques to arrange groups based on their learning needs, as follows:

1) Random

The groups have a random composition. This grouping technique can be done easily and the students can see it as fair. However, there is no control over the composition of the group. Groups may or may not be equal or desirable.

2) Similar ability

Teachers select students into higher, average and lower levels depending on the activity, skill or subject. In this composition, the low ability students can be in a position to be leaders or major contributors. High ability students may feel more challenged.

3) Mixed ability

Teachers select students who represent different levels of ability and create groups that consist of students of all levels. In this composition, higher ability students are in the position to be experts, leaders, models and teachers; lower ability students get the benefits of having higher ability students in their group.

4) Learning style mix

Teachers select students from a variety of learning styles to comprise each group. In this technique, the groups will have a greater balance of types of intelligences and styles. Their products also will show evidence of more skills and perspectives. However, the groups will have different ways of approaching the task and assigning value to ideas. They require tolerance and appreciation from each other because that students will have different learning styles.

b. Group Member Roles

To fulfill positive interdependence, teachers need to divide every member's role in a group. The situation is that a group cannot finish the work well or reach the group's goal if there is a role cannot be fulfilled. Group roles are determined based on the task type and the activities.

- 1) Group Captain: reading the task aloud to group, checking to make sure everyone is listening, coordinating the group's efforts
- 2) Manager: organizing the final product
- 3) Illustrator: drawing any pictures, graphs, lines, charts, or figures

4) Checker: making sure that group members can explain the material

c. Cooperative Activities

Teachers need to choose the activities which give each group member opportunities and incentives to participate actively in completing the task. However, Pasigna (1997:3) states that instructing students work in group may be difficult to do at first, but it will get better as the students get used to the process. Additionally, it may seem somewhat time-consuming at first, but teachers will find that, in the long run, the students will have fewer learning problems.

The cooperative activities designed by some scholars can be used to engage students. In the research, the cooperative activities used are *Think-Pair-Share*, *Rally Table*, *Three-Step Interview*, and *Numbered Head Together*.

1) *Think-pair-share*

It is the activity that allows students to engage in individual and small-group thinking before they are asked to answer questions in front of the whole class. Developed by Frank Lyman (1981), the teacher gives questions and gives students thirty seconds or more to think through an appropriate response (Think). This time can also be spent by writing the response. After this "wait time," students then turn to partners and share their responses. It allows time for both rehearsal and immediate feedback on their ideas (Pair). During the third and last stage, students' responses can be shared within learning groups, with larger groups, or with the entire class (Share).

2) *Rally Table*

It is the activity that allows students to engage in pair and small-group works. Students will be in groups of two or four. The teacher will give each group a sheet of paper with a topic or question written on it. The teacher will set a timer and the first student who has the paper will write an answer or response to the topic or question given. That student will pass the paper to the next student who will also write a response or answer. The paper will be passed around the table to each student until the timer goes off. Each student must read or listen to all responses/answers before his/her turn, because the previous student will not repeat the answers or responses. The students are not allowed to talk or discuss anything during Rally Table.

3) *Three-Step Interview*

In the activity, a student interviews another about an announced topic. When time is up, partners switch roles as interviewer and interviewee. Pairs then join to form a group of four. Students take turns introducing their pair partners and sharing what their partners had to say. By using this structure, the students are able to rehearse mentally and verbally and all students have the opportunity to talk.

4) *Numbered Head Together*

In the activity, the group members become person number 1 to 4. In a group, they will do a task by discussion or division of roles. In the end of the group task, the teacher calls on a number at random to perform or to answer the question. This activity promotes individual accountability and positive interdependence.

G. Related Studies

This section will review some studies related to this research. The first study is the research entitled “Improving Student Engagement and Verbal Behavior Through Cooperative Learning” by Daniel Schaben. This study was presented as the partial fulfillment of MAT Degree in the Department of Mathematics, University of Nebraska-Lincoln in 2007. The action research was conducted for students grade 10. The researcher concluded that Cooperative Learning influenced the groups’ responsibility to present material, increased the number of students on task and fastened the time on task when compared to individual practice.

The second study is the research entitled “Thai Students' Engagement with Cooperative Learning in Mathematic Classroom” by Tippawan Nuntrakune and Rod Nason. This study was presented at the 3rd Redesigning Pedagogy International Conference June 2009 in Singapore. The purpose of the study was to investigate how primary students of Grade 3 and Grade 4 students enrolled in a Thai school engaged with Cooperative Learning in mathematics classrooms. The paper made some conclusions: (1) peer tutoring in cooperative learning enhance cognitive skills, (2) positive interdependence supports peer relationship, (3) the group roles created within cooperative learning group engaged students to help other members of their team to learn mathematics, and (3) cooperative learning engaged students in peer assessment to help other other members of their teams to learn mathematics.

H. Conceptual Framework

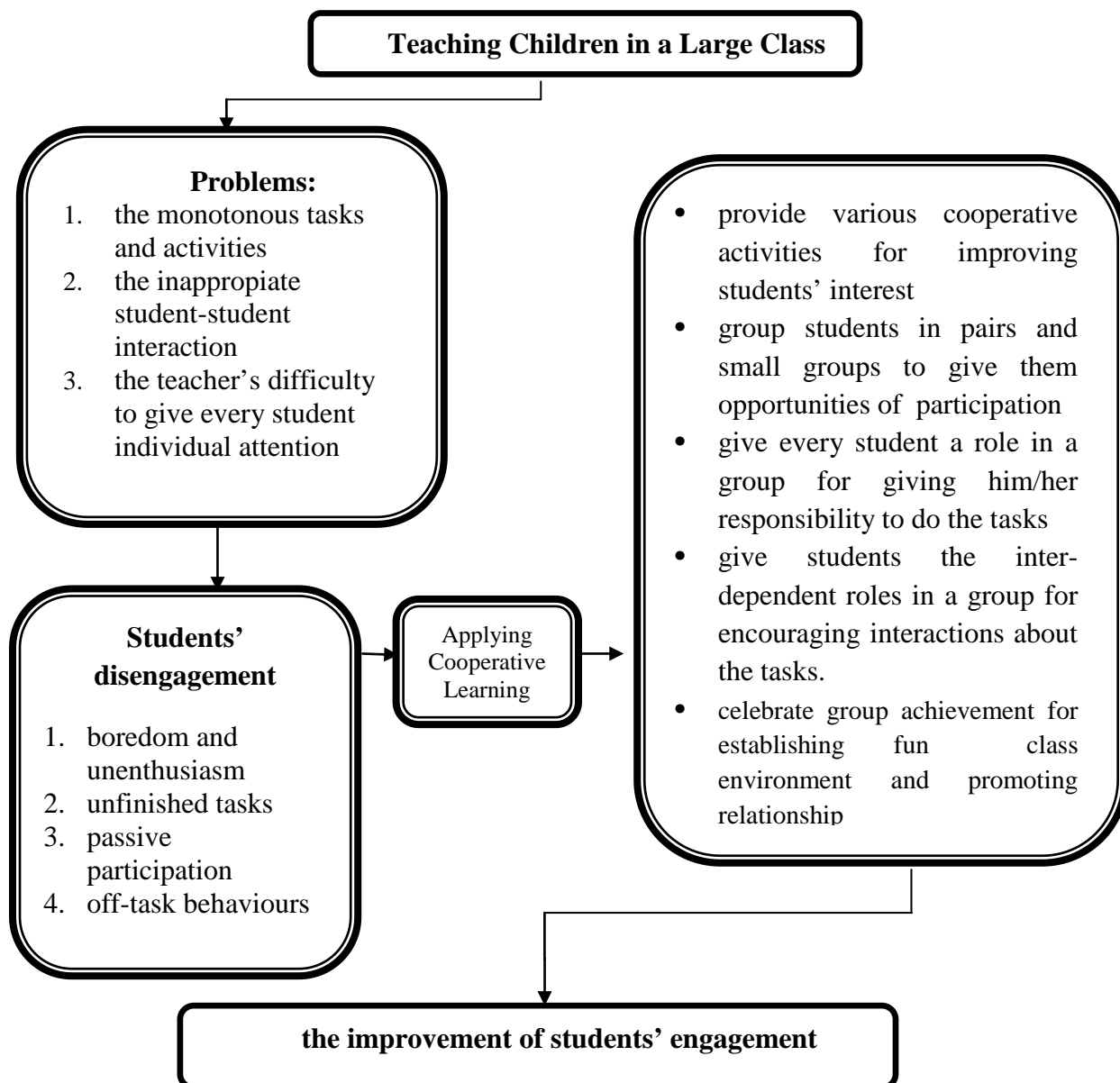


Figure 1: Conceptual Framework of the Study

CHAPTER III

RESEARCH METHOD

A. Type of the Research

The research was action research. It was aimed at finding and implementing the actual actions to improve the students' engagement in the large class for the fourth grade students of SD N Adisutjipto II by using Cooperative Learning. The research adapted cynical action research model proposed by Kemmis and McTaggart (1988). In doing the action research, the researcher worked together with the research collaborators in finding the problems, planning the solution, implementing the action, evaluating and reflecting the effectiveness of the actions (Burns, 2010:9).

B. Setting of the Research

The research was conducted in the fourth grade students of SD N Adisucipto in the academic year of 2012/2013. The researcher chose the class which consists of 34 students and is considered as a large class to conduct the action research because there were some problems in the class.

The school is located in the Adisutjipto complex, Depok, Sleman. There are three buldings in the school. The first bulding is for the school principal's room, teacher's room and the classroom for the first, the second and the third grades The second building is for the fourth, the fifth and the sixth grades' classrooms. Meanwhile, the third bulding is for Health Care Unit and sports hall. Every classroom, which is approximately 6x7 square meters in large, consists of

permanent wood tables and chairs for a number of students, a table and a chair for a teacher, a whiteboard and a cupboard. Specifically, the classroom of the fourth grade is also completed by three instructional posters, a classroom organization and a subject timetable.

The research was conducted in the second semester of the academic year 2012/2013. Then, the actions were implemented from February to April 2013. The English lesson was held once a week. The researcher carried out the actions based on the school schedule. The English lesson for the fourth grade was on Wednesday at 10.45 a.m for 70 minutes. During the research process, the actions were postponed for three weeks because of the academic schedule for National Try Out for the sixth grade (March 14th, 2013), mid-term tests (March 21st, 2013), and remedial tests (March 28th, 2013). Thus, the actions were continued on April 4th, 2013. The researcher also asked for the principal's permission to conduct the actions for two meetings in one week. It was because the school had national examination for the sixth grade in the following Wednesday. Table 3 presents the schedule of the research.

Table 3. The Schedule of the Research

Dates	Schedule
December 11 th , 2011 February 8 th , 2013	<ul style="list-style-type: none"> • Preliminary Observation • Interview with the Principal and the English teacher
February 20 th -23 th , 2013	(Planning) Discussion with the English teacher
February 21 st , 2013	(Action and Observation) <ul style="list-style-type: none"> • meeting I of Cycle 1 • Observation and students' self-evaluation
February 28 th , 2013	<ul style="list-style-type: none"> • meeting II of Cycle 1 • Observation and students' self-evaluation

March 7 th -8 th , 2013	<ul style="list-style-type: none"> • meeting III of Cycle 1 • Observation and students' self-evaluation • interview with the students and the collaborators (reflection)
March 11 th -12 th , 2013	(Planning) Discussion with the English teacher
April 4 th , 2013	<ul style="list-style-type: none"> • Meeting I of Cycle 2 • Observation and students' self-evaluation
April 8 th , 2013	<ul style="list-style-type: none"> • Meeting II of Cycle 2 • Observation and students' self-evaluation
April 10 th , 2013	<ul style="list-style-type: none"> • Meeting III of Cycle 2 • Observation and students' self-evaluation • Interview with the students and the collaborators (reflection)

C. Participants of the Research

The participants of the research were the 34 students of the fourth grade in SD N Adisucipto II. The class had 14 girls and 20 boys. Their ages varied around 9 to 10 years old. They have experienced English learning since in the first grade with the same English teacher in the fourth grade. Their parents are in the middle-high economy class who work as soldiers, public servants and entrepreneurs.

The researcher also collaborated with the English teacher and their friends to conduct the action research. The English teacher graduated from one of the private universities in Yogyakarta, majoring in English. She teaches English for the first grade to the sixth grade in SD N Adisucipto II. Besides, the other collaborators were the students of the English Education Department, State University of Yogyakarta.

D. Data and Instruments of the Research

The research took qualitative and quantitative data. The qualitative data were in the form of field notes and interview transcripts. The quantitative data were the percentages of the number of the engaged students. To get the qualitative data of the research, Observation checklists and interview guidelines were used. Meanwhile, questionnaire items were used to get the quantitative data of the research.

The data which were in the form of field notes included the accounts of what happened in the classroom and the sequences of the activities (Burns, 2010:67). Observation checklists were used to find out the information related to the classroom situation. The checklists were designed based on the scenario of teaching-learning process in the implementation of the actions.

In addition, data in the form of of interview transcripts were taken. The interview transcripts were the result of recorded interviews with the collaborators and the students. Interview guidelines were used to plan the open-ended questions in order to get the clear information related to the research. In the reflection steps, there were two kinds of interview guidelines, namely the interview guidelines for the collaborators and for the students. The guidelines for the collaborators had purposes: (1) to gain the perceptions of them about the implementation of the actions and (2) to get their suggestion about the plan of the next cycles. Besides, the guidelines for the students had purposes: (1) to get their perception about the implementation of the actions and (2) to find more information about their engagement during the process of the implementation.

In addition, the other data of the research were in the form of quantitative data. The data were the percentages of the number of the engaged students. The questionnaire was adopted from the rubric of engagement designed by Parn (2006:36). There were five questions in students' self-evaluation questionnaire, concerning on the students' feeling, focus, responsibility, group participation, and tasks completion time. The researcher gave a score for every student's answer: point 4 for option "a", point 3 for option "b", point 2 for option "c", point 1 for option "d". From the individual total scores, the researcher could categorize students based on the levels of engagement. The categories of the students' engagement were fully engaged, fairly engaged, slightly engaged, and disengaged students. The scores and the category of the students are shown in table 4.

Table 4. The Categories of Students based on the Levels of Engagement

Scores	The level of Students' Engagement
16-20	Fully engaged
12-15	Fairly engaged
8-11	Slightly engaged
4-7	Disengaged

E. Data Collection Techniques

To obtain the data about the improvement of the students' engagement by using Cooperative Learning, the researcher collaborated with the English teacher and her friends to observe the actions, interviewed the collaborators and the students, and administered the students' self-evaluation questionnaire. The data collection techniques are described as follows.

1. Class observations

The observation was aimed at monitoring the teaching-learning process in the fourth grade class. During the observation, the collaborators observed the class situation and condition during the actions and then they filled the observation checklists. The researcher recorded the data in the form of field notes.

2. Semi-structured interview

Semi-structured interview is the structured and organised interview but also more open (Burns, 2010:75). A set of topics was arranged by using interview guidelines. During interview, some specific questions were developed but some extra questions were allowed according to the interviewees' responds. During pre-observation, the interview guidelines were used to find out the existing problems faced by the teacher in the field. In planning the actions, the interview guidelines were also used to get the teacher's comments and suggestions before implementing the actions. The data were gathered in the forms of interview transcripts. And then, the data were used to interpret the improvements which happened in the classroom.

3. Students' Self-Evaluation Questionnaire

Administering students' self-evaluation was aimed at getting information about the category of students based on their level of engagement. The students categorization benefited the teacher to determine the interviewees to represent every students' category and to get information about the salient level of students engagement. In the self-evaluation questionnaire, the students chose four options to answer five questionnaire items. After the questionnaire were collected to the

researcher, their answers were scored and summed to acknowledge their level of engagement. The findings about the students' categories based on their level of engagement could be the fully engaged, the fairly engaged, the slightly engaged or the disengaged students.

F. Data Collection Procedure

The data were collected in every step of the research. To sharpen the problems in the field, the researcher conducted observations and interviewed the principal and the English teacher. The observations were recorded in the form of vignette and the interviews were documented in the form of interview transcripts.

In the actions and observation step, the data from the observations checklists were collected. The checklists were filled by the collaborators. Those checklists were used as the guidance to record the class situation. In addition, the data from students' self-evaluation questionnaire were collected. The data were used to gain the information about the number of the engaged students during the implementation of the actions. The questionnaire was administered every meeting.

In the reflection step, the data in the form of interview transcripts were collected. It was done after conducting interview with the collaborators and the students. In this case, the interview transcripts were used to give description about the participants' perception about the implementation of the actions.

After collected all of the data, the researcher analyzed them to find the successful and unsuccessful results of the actions. Based on the analysis, the researcher and the collaborators made the conclusion of the research.

G. Data Analysis Technique

The collection of the data were analyzed to answer a research question: “how can Cooperative Learning be applied in a large class to improve students’ engagement for the fourth grade students of SD N Adisucipto II in the academic year of 2012/2013?”. In other words, the actual aim was to find out the actions that were suitable to improve the engagement of fourth grade students of SD N Adisucipto II.

To answer the research question, the analysis of action research data was conducted in a continuing process of reducing information to find explanations and patterns. The data of this research was analysed by using five steps of data analysis adapted from Burns (2010: 157-160). Those steps are assembling the data, coding the data, comparing the data, building meanings and interpretations, and reporting the outcomes.

First, the data of the research were assembled for rereading the data to get the important points. In this step, the researcher collected the results of observations in the form of field notes and reread them.

Second, the data were coded based on the broad patterns which had been developed before. The data were refined by coding the data into more specific categories.

Third, once coding was complete, the data taken from observation and interview were compared to see the similarities or differences between the data. Then, some tables were developed to set out and display the data. After that, the scores in the self-evaluation questionnaire were compared to the coded data to

know the improvements of students' engagement. After that, the data interpretations were built. In this case, explanations were developed related to the particular patterns of interactions and attitudes which had come up in the actions. Eventually, the outcomes were presented as the report of the research study to others.

H. Data Validity and Reliability

The researcher assessed the validity of the data based on five criteria proposed by Anderson *et al.* in Burns (1999: 160-162) for better and respectable result of the research. The criteria included democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

Democratic validity is related to the involvement of all research participants to form multiple voices. The researcher interviewed the English teacher, her friends and the fourth grade students of SD N Adisucipto II. During the interviews, the researcher gave a chance for them to give their perceptions, ideas, and suggestions about the implementation of Cooperative Learning to improve students' engagement in the big class.

Outcome validity is related to the outcome accomplished within the research context. To ensure outcome validity, the researcher formulated the new questions related to the new problems found in the class when she tried to solve the main problem of the study. The researcher identified any unsuccessful and the successful actions in the classroom as the result of the implementation of the

actions. It emphasized on the betterment of the learning process to reach the maximal result.

Process validity was done by a continuous and dependable observations and evaluations of each action implemented. To ensure process validity, the researcher collected the data in every step of actions research. In the planning step, the data were collected from the interview with the English teacher. In the action and observation step, the data were collected by doing observation and administering students' self evaluation questionnaire. Meanwhile, in the reflection step, the data were collected from the interviews with the collaborators and the students.

Catalytic validity is related to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. The researcher tried to get the participants' responses to the changes occurring to themselves. She observed the students' responses during the actions, made reflections, and interviewed the English teacher and the students. The changes could be seen in the students' feeling, concentration, responsibility, participation and task completion time. The change was also found in the researcher' perceptions about teaching Cooperative Learning for children.

Dialogic validity refers to the participation of all members in the dialog process of the research. The researcher invited the collaborators to discuss the planning of actions and the reflection after the implementations. She also

considered the students' opinions and perceptions to plan the other actions and to support the reflection.

Furthermore, she used triangulation technique to ensure the reliability. Burns (2010: 96) suggested four types of triangulation: time triangulation, space triangulation, researcher triangulation and theoretical triangulation. However, she used two of those four triangulations.

The first one was time triangulation. The data were collected at different points of time to get sense of what involved in the process of the changes. The researcher took note the implementations observed in every meeting. She also interviewed the collaborators after the implementation of the actions and interviewed students at the beginning, in the middle and at the end of the cycle.

The second one was the investigator's triangulation. In the triangulation, more than one observers are used in the same research setting. According to Burns (1990: 164), this helps avoid bias and provides checks on the reliability of the observations. The researcher collected data from the English teacher, the collaborator and the students to compare with her own.

I. Procedures of the Research

According to Kemmis and McTaggart in Burns (2010: 7-8), action research consists of three main steps in a cycle of research. The steps of this research were as follows.

1. Planning

The researcher identified a problem and developed a plan of actions in order to bring about improvements in the learning area. She conducted the observations

in the classroom and interviewed the English teacher to identify some data which were needed for the plan of the action in the research.

Next, the researcher and the English teacher identified the possible existing problems. Afterwards, they had a discussion to plan some actions implemented in the English teaching- learning process. The action plans were begun with the selection of standard of competency and basic competencies based on the English teacher's syllabus. In addition, the planning included media, a quiet signal, and Cooperative Learning strategies which were suitable with the learning objectives.

- a. Selecting the materials based on the basic competency and the standard competency for the second semester of the fourth grade students

In the discussion, the researcher and the English teacher selected the materials by considering the basic competency and the standard competency in the second semester of the fourth grade students. Then, the researcher made a course grid to design the materials and activities.

- b. Making instructional media

Based on the materials planned, the researcher made some instructional media that would support the teaching and learning process. The media were namely a big clock, puppets, and pictures.

- c. Deciding the cooperative learning strategies

The researcher and the English teacher used Cooperative Learning strategies in the teaching- learning process. The strategies included grouping, group roles, and cooperative activities.

1) Deciding the techniques of grouping

In creating the cooperative groups, the researcher and the English teacher decided to form the group heterogeneously by using random technique. The random technique was conducted based on the lottery's number to gather the students in group. It was planned that the composition of a group consisted of the high, average and low ability students.

2) Selecting cooperative activities

The researcher and the English teacher selected cooperative activities which were suitable to accomplish the learning objectives. The activities were taken from the cooperative activities designed by some experts. However, the researcher also inserted the elements Cooperative Learning in pair activities and games.

3) Deciding Group Roles

After selecting the cooperative activities, the researcher and the English teacher decided the group member roles in every cooperative activity. They planned that every group member had different role. The students would have different roles in each meeting.

d. Making lesson plans

Lessons plans were designed in conducting the learning activities. There were six lesson plans in this research. The lesson plans included the objectives of the lesson, the materials, the teaching method, the media and the teaching activities. It also included the elements of Cooperative Learning which were developed in the cooperative activities.

e. **Developing research instruments**

Before conducting the research, some research instruments were developed. Those were observation checklists, students' self evaluation questionnaire and interview guidelines.

2. Actions and Observation

In the step, the plans of actions were performed in the classroom. The actions were done in two cycles. There were three meetings for each cycle. In Cycle 1, the researcher presented the topic of time and daily activities. The researcher used various media, a quiet signal and Cooperative Learning.

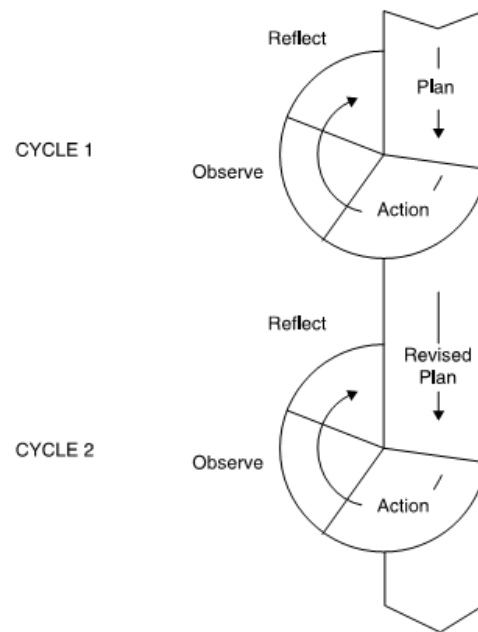
While the actions were implemented, the collaborators took notes in the backside of the class to observe the students' behaviours and teacher's roles during the activities. They used a checklist to observe and evaluate the events in the classrooms.

3. Reflection

At the end of every cycle, all members of the research discussed the whole processes of the actions. Each member contributed to share their perceptions, ideas and suggestions that were important for the next cycle.

Based on the data collected, the researcher reflected on, evaluated and described the effects of the action in order to make sense of what had happened. The successful actions were recorded as the alternative efforts used to improve students' engagement. However, the failed actions were changed based on the condition of the students. Next, the result of the reflection was used as a consideration for planning the actions in the next cycle. The research cycle was

stopped when the students' engagement were considered to be improved. The figure below shows the implementation of the action research steps.



**Figure 2. Cyclical model of AR steps
based on Kemmis and McTaggart (1988)**

CHAPTER IV

RESEARCH PROCESS, FINDINGS AND DISCUSSION

A. Sharpening Field Problems

To find field problems in SD N Adisucipto II, the researcher had conducted preliminary observation and interview. The data were collected in the form of vignette and interview transcript. The data were identified and then the results of the identification were used as the motive for the researcher to conduct action research.

In the observation, some problems relating to the English teaching-learning process were recorded and documented. The principal and the English teacher were interviewed. Based on the interview, the fourth grade was chosen as the class to be researched. It was also concluded that the fourth grade faced some problems related to their engagement in the teaching-learning process.

The fourth grade was chosen after considering the information from the English teacher. The teacher perceived that the fourth grade was the most urgent class to be managed. She admitted that she needed special strategies to handle the class as stated in this following interview transcript.

R	: Menurut ibu, kelas mana yang paling susah ibu tangani? Which class is the most difficult one for you to handle, ma'am?
T	: Kelas empat Feb. Soalnya kelas besar. Jadi satu kelas ada 36 anak. The fourth grade. Because it is a large class. There are 36 students in the class.
R	: Kalau kelas lain umumnya berapa anak, Bu? What about the other classess?
T	: Ada yang 21, ada yang 24, 26 juga ada. There is one class consisting of 21 students, the other has 24 students and there are some classes consisting of 26 students
R	: Yang membuat berbeda, apa Bu?

What makes this class different from others, Ma'am?
 T : *Terlalu ramai dan paling sulit diatur.*
 They are too crowded and it is the most difficult class to be managed.
 (Appendix B, Interview 2)

To find the data about the situation of the class, the researcher conducted the observation. The observation was conducted in December, 10th 2011. The situation of the English teaching-learning process in the fourth grade class is shown in this following vignette.

Observation

Date : December, 10th 2011

Place : Grade IV class of SD N Adisucipto II

R : Researcher

ET : English Teacher

S : Student

Ss : Students

Descriptions:

ET entered the classroom at 09.45 a.m. R came to the classroom to do the observation. ET managed the class by asking some students followed her instruction. "*Raffi, ditata mejanya.*" To other students, "*Reyndra, dibuang permen karetnya.*". And then she instructed some boys to keep silent, "*Sudah siap ikut pelajaran Miss Kiki belum?*". They were being silent. **Some disturbed noises from the other group of students still existed.** The teacher asked the class once again, "*Sudah siap ikut pelajaran Miss Kiki belum?*". "*Sudah.*", most of the class answered it altogether. Some students stopped talking and the others were busy to took out their books from their bags. **ET waited for the class to be silent for five minutes.**

And then, ET greeted Ss and asked for Ss' condition by saying "Good morning. How are you today?" Ss answered the teacher. Then, ET checked the attendance list. Then, ET started the lesson by asking their homework. The ET went around the class by checking their homework books. the teacher went to the front of the class. "*Sekarang semua lihat ke depan.*" **She repeated the instruction three times.** "*Raffi, Bayu, lihat ke depan.*", **she called a student who still did not obey the ET's instruction.** ET confirmed again whether the students had ready to have a class.

ET drewed something on the whiteboard and asked students to guess what she drewed. "*Jam, jam,*" some students answered. She then said, "*Oke, sekarang kita tulis angkanya.*" She wrote some numbers and asked Ss to mention the number she drewed. Ss asked the ET's answer enthusiastically. And then she asked Ss whether the Ss had a clock in their home. Most of students listened and

raised their hands. **Some students did not raise their right hand whether they did not have any clock at home. And then, when ET asked again, they followed to raise their right hand.** Next, the ET explained about how to read times. “*Kalau jarum panjang di angka 12, itu dinyatakan bahwa jam dibaca ‘tepat’, she explained it. Again, “Kalau jarum pendek di angka 1, 2, 4, dan seterusnya, itu dibaca jam 1, 2, 3, dan seterusnya.”* She continued to explain the concept slowly. “*Kalau angka panjang di angka 12, angka pendek di angka 2, berarti jam berapa ya?*”. Some students answered, “Jam dua.” And then she asked students why it was called as 2 o’clock. The Ss kept silent. ET helped Ss to answer the question.

ET asked Ss about their daily activities. “*Jam berapa bangun pagi?*”. Some students answered. **A girl group talked with their friends. A boy group in the corner had their own play activities.** Teacher attracted their attention by asking a question, “*Kalau main bola jam berapa?*”. A boy student in the back side enthusiastically answered it by raising hand, “*jam setengah 12.*” The other boy students followed their friend to answer the questions. However, **there were still some disturbing noises of the some groups in the back rows. Some students in the back row were still being busy to write something in their own paper while some boys students in the middle were having chit-chat.** ET went around by asking if they had any question. Ss said silently, “*Nggak.*”.

ET had Ss do a task in “Grow with English” about drawing a clock and answering the question by writing the numerical symbol. “*Buka halaman 68, kerjakan no 1-9*”. A S asked whether they had to draw a clock on their notebook. **ET explained it again.** A S raised her hand but she realized ET was busy to answer other’s question. The class was still noisy. She came to the front of the class and asked whether she had to use pencil or pen.

Most of the Ss did the task. The noise was lessen. However, **the same boys in the corner were still playing with his friends.** ET warned the boys to keep silent. And then the students followed the instruction. **When ET walked around there were some students who were only drawing something instead of doing the tasks they actually did not have the book.** ET asked the student beside him to lend the book but **the student who did not have the book refused to borrow it.** ET adviced the S to be a good boy by borrowing the book and doing the task. ET came to a girl student who sat in the back to do the assignments. She showed her to use a ruler and a pencil instead of a pen to draw a clock.

ET invited the early-finishers to come to the teacher’s desk and get the points of their work. Some Ss could make it fast. However, **most of the Ss did not finish the task on time and even they were in hurry to finish it by copying their peer’s work.** The bell was ringing so that the time was up. ET and R left the class.

Based on the vignette, it could be seen that the English teaching-learning process did not run well. The first observational finding in the large class was the

salient characters of the students. Some of them like yelling, being so silent and being difficult to be managed. It was acknowledged by the interview with the principal and the English teacher as follows:

- P : *Apalagi memang kelasnya besar ya, mbak. Sebenarnya kelas dua itu jumlah anaknya sama kayak kelas empat. Tapi di kelas empat itu kayak ada faktor-faktor yang sudah membudaya. Jadi butuh sabar, mesti alon-alon tapi sing penting dhadhi.*
 Moreover, it is the a large class. Actually grade two has the same number of students as grade four does. What makes them different was the cultural factors which influenced the fourth grade for a long time. So, the teachers need to be more patient, slowly but surely.
- R : *(mengangguk).Kenapa, Bu?*
(nodding). Why, ma'am?
- P : *Karakter anak-anaknya sebenarnya seperti lumrahnya anak lha mbak. Cuman, karena perbedaan menonjol beberapa dari mereka itu, kayak yang suka teriak, diem banget, dan aktifnya nggak ketulungan. Jadi guru ngimbanginnnya butuh tenaga ekstra.*
 The students' characters are like children's in general. Even though there are some salient differences among them, especially some students who speak louder, be so silent and overactive. The teacher needs to have more extra energy to deal with them.
- (Appendix B, interview 1)

- R : *Masalah yang ibu temui di kelas empat itu, apa Bu?*
 what is the problem in the fourth grade?
- ET : *Karakter anaknya macem-macem, Feb tapi menonjol banget. Ada yang bikin ramai, suka ngganggu temennya, manja, gap-gapan (baca: membuat klik) Lha kasian, Feb yang anteng. Yang mau belajar. Terus juga ada yang namanya Nd, dia itu, maaf, bibirnya sumbing. Anaknya tiduran terus di kelas, tapi sering diganggu temennya njuk akhirrnya kalau udah ngamuk Feb, bubrah kelasnya. Isinya jadi saya marahin kelas, to akhirnya?*
 The salient various students' characters. Some of them like to make noises, to disturb their friend, to be spoiled, to make their own group. How poor the on-task students. Besides, there is a girl named Nd. She likes to asleep in the class but she was often disturbed by their friends so that she gets angry. As the result, the class are in a mess. So I had to be furious in the class.
- (Appendix B, Interview 2)

The data confirmed that the teacher found it difficult to control students' students' behaviours. Since it was a large class, it was difficult for her to give individual attention to them. The individual attention was only for the students who needed special care. The teacher's sharing is stated in the following interview transcript.

- R : *Tapi tetep susah ya Bu mengamati tiap anak?*
(But it is still hard to pay attention to every student, isn't it?)
- ET : *Iya. Kalau Nanda, paling saya datengin, sudah sampai mana. Nah Si Nanda itu emang lemah juga. Di rumah ditekan orang tuanya terus, Feb. Dimarahi. ...*
(I think so. For Nanda, sometimes I came to her, and asked about her task. Nanda is a low achiever student since she had a problem of being oppressed by their parents at home.)
- (Appendix B, interview 2)

The second finding was most of them were off-task. Some students made noises during the teaching and learning process. It was because they did not find the activity interesting. It was found in the students' gestures during the observation. The silent students put their head on the table while doing the tasks. The others showed reluctant gestures instead of finishing the tasks. Besides, others did not show their enthusiasm to answer the teacher's questions. Moreover, some students easily lost their focus on the task easily during the learning process.

It implied that the teacher did not use the effective strategy to deal with the large class yet. The various media and activities were not provided to engage them in the teaching-learning process. Based on the observation, the teacher just came to the class with a plan designed two minutes before entering the class. As the consequence, she could not prepare some instructional media earlier.

The third observational finding dealt with the tasks. Since the teacher did not find the effective strategy to handle a large class, she eventually reverted to “survival strategies” (Shamim, 3:2010). She asked the students to do tasks in their LKS. She just followed the materials sequence in the workbook instead of having lesson plan. As the consequence, the activities becomes monotonous.

Since they find the activities boring, the students preferred to talk with others. The students talked about the topics unrelated to the lesson. As the consequence, they could not finish the task on time and eventually they made the teacher difficult to assess their learning. It was proven in the interview with the teacher which is shown below.

- | | |
|---|----------------------------------|
| <p>R : <i>Anak lain juga ada yang nggak selesai ngerjain tugas juga, Bu?</i>
(Are there other students who always do not finish the task, Ma'am?)</p> <p>E : <i>Ada beberapa. Apalagi yang suka ramai itu. Yang cowok suka teriak. Yang cewek juga suka ngrumpi. Aduh, Feb. Tugasnya gimana mau selesai?</i>
(Yes, some of them like to make noises. The boys like to scream out and the girls like to chitchat with others. How could they finish their task, anyway?)</p> | <p>(Appendix B, Interview 2)</p> |
|---|----------------------------------|

The fourth finding were interpersonal problems in a large class. Since the friendship pattern of the students had been formed as the name of trust and similar interest, they were difficult to interact with others unless their close friends. Based on the observation, there were some students who were reluctant to borrow the classmates' workbook because they were not close friends. Moreover, there was no other student who expressed their empathy to lend them a book. It means that the students did not develop their empathy unless with their close friends. Regarding to the existed interpersonal problem, it implied that the teacher had not

find the effective strategy to solve it yet. The finding is strengthened by the teacher's opinion about the students.

R	: <i>Sampai sekarang ada kemajuan nggak, Bu?</i> (Does this class show progressiveness so far, Ma'am?)
T	: <i>Kurang lebih sama aja ya, Feb. Anak-anaknya masih gap-gapan. Nggak mau duduk sama siapa. Kalau ramai ya sama teman-teman sekelompok itu doang. Itu sampai guru-guru kelas lain juga kewalahan ya, Feb. Mereka nghadepin kondisi yang sama dengan kelas empat.</i> (It is the same as it was. The students still like to make friends only with their own group. They do not want to sit with others. Moreover, by sitting with their own group, they often make a chit-chat in the class. It makes the other teachers tired to handle them. They face the same condition as I do in this class.) (Appendix B, Interview 3)

Based on the identification of the data, it could be concluded that the students' disengagement was the problem in the large class. In sharpening the field problems, the causal findings of students' disengagement were because the teacher did not find yet a strategy to deal with salient heterogenous students, did not plan various activities in the class, and did not facilitate student-student interaction in class activities.

As a consequence, the English teacher admitted that the disengagement in the large class affected to the students' material mastery and then their achievement. The information is from the interview transcript between the researcher and the English teacher.

R	: <i>Rata-rata kemampuan bahasa Inggris anak kelas empat gimana Bu?</i> (What do you think about the average achievement of the fourth grade students?)
T	: <i>Biasa. Nggak terlalu pintar dibandingin sama kelas lima dan kelas tiga. Perlu berkali-kali diomongin kalau mereka lupa atau nggak ngerti. Ya kembali karena itu tadi Feb, kelasnya kelas besar. Nggak bisa memperhatikan banyak kelompok anak.</i> (Just ordinary. They are not really smarter than the fifth and the third

grade students. They need frequent explanations to memorize and to understand the material. It is also because of the big class, I could not pay a attention to every group of children.)

(Appendix ..., interview 2)

Based on the identification of the data, It was concluded that the fourth grade was the class which has the most urgent problems. Thus, the researcher decided to had an action research in the fourth grade of SD N Adisucipto II.

Based on the observations and interviews, some problems of English teaching-learning process in a large class are presented in the following table.

**Table 5. Field Problems in the English Teaching and Learning Process
inThe Fourth Grade of SD N Adisucipto II**

No	Field problems	Code
1	There were some salient characters of the students.	S
2	Some students' gestures showed boredom and did not show enthusiasm in the teaching-learning process.	S
3	Most of the students had short attention in the learning process.	S
4	The students did not finish the individual tasks.	S
5	The students did not want to make friend unless with their close friends.	S
6	The students had off-task activities with their friends.	S
7	Students' noises disturbed the teaching-learning process.	S
8	The teacher rarely used instructional media.	T
9	The materials and learning activities were monotonous.	MA
10	The teacher did not plan the activities and strategies before having the class.	T
11	The teacher did not facilitate student-student interaction	T
12	There were some students who were not easily to be managed.	S

Descriptions:

S : Students

T : Teacher

MA : Materials and Activities

The field problems were categorized into three categories. The first category dealt with students (code S). It dealt with students' feelings, characters

and activities which they did during the teaching and learning process. The second category was related to teacher (code T). It dealt with how the teacher conducted the teaching and learning process. The third category dealt with the materials and activities used in the classroom (code MA).

In this step, the field problems were selected based on the feasibility of the problems to be solved. By considering the time, fund and energy, the problems were selected from the English teaching-learning process in the fourth grade of SD N Adisucipto II.

Table 6. The Feasible Problems in the English Teaching and Learning Process in the fourth Grade of SD N Adisucipto II

No	Feasible problems	Code
1	Some students' gestures showed boredom and did not show enthusiasm the teaching-learning process.	S
2	Most of the students had short attention in the teaching-learning process.	S
3	The students did not finish the individual task.	S
4	The students had off-task activities with their friends during the teaching and learning process.	S
5	The teacher rarely used teaching media.	T
6	The materials and learning activities were monotonous.	MA

Descriptions:

S : Students

T : Teacher

MA : Materials

The feasible problems in the S category were the features of the students' disengagement. Thus, the the research would focus on the improvement of students' engagement in their feelings, their focus, their responsibility, their group participation and their task completion time. The improvements of students' engagement were indicated by the gestures and feelings showing enthusiasm and

interest, their fully attention, their increasing responsibility, their fully contribution in the group participation and their speed of task completion time.

The pre-requisite analysis was conducted to find causes and effects of the relationship among the problems in the field. The pre-requisite analysis was conducted by the researcher through a discussion with the English teacher as the collaborator by considering three main aspects. Those are the English teacher, students, and materials and activities in the teaching-learning process.

The researcher and the collaborator presented the formulation of the problems to solve and the main causes below.

Table 7. Formulation of the Problems to Solve and the Main Causes

No.	The Field Problems	Code	Main Causes
1.	Some students' gestures showed boredom and did not show enthusiasm in the teaching-learning process.	S	<ul style="list-style-type: none"> - The teacher did not use various media to teach English. - The materials and learning activities were monotonous. - Students did not presume the task challenging.
2.	Most of the students had short attention in the teaching-learning process.	S	
3.	The students did not finish the individual task.	S	
4.	The students had off-task activities in the teaching and learning process.	S	<ul style="list-style-type: none"> - The teacher gave less encouragement for the students to work in groups. - The teacher did not have an effective strategy to manage the noises.
5.	The materials and learning activities were monotonous.	MA	<ul style="list-style-type: none"> - The teacher mostly used LKS or wrote on the board when explaining materials. - The media and attractive activities

			were seldom to be applied in the English classroom.
6	The teacher did not provide student-student interaction.	T	- The teacher did not plan the interactive activities and strategies.

S: Students T: Teacher M: Media

The formulation was used as the guidance for the researcher and the collaborator to clearly recognize the obstacles and weaknesses related to the field problems found and to begin research procedure.

B. Research Process

The action research used some steps of action research based on the theory of action research by Kemmis and Teggart (1988, in Burn, 2000:25). They were planning, actions and observation, and reflection.

In the planning process, there were some actions which were designed to be feasibly implemented to overcome the problems. Next, in the action and observation step, the actions were implemented. After that, the data were observed and evaluated to find information about the improvement of the students' engagement. In the reflection step, the identification of the success and failure implemented actions was conducted by involving the researcher, the collaborators, and the students. The following explanation described further procedures of the research as follows.

a. Planning of Cycle 1

Based on the field problems, the researcher and the collaborator planned some actions to solve the problems. The researcher and the collaborator discussed

some actions which could be used to improve students' engagement to make the learning process in a big class effective.

The researcher and the English teacher discussed Cooperative Learning as the instructional strategies to improve students' engagement. The feasible problems to be solved were formulated below.

Table 8. Formulation of the Problem to be Solved

No.	The Field Problems	C o d e	Solution	The Expected Results
1.	Some students gestures showed boredom and did not show enthusiasm in the teaching-learning process	S	Using various Cooperative Learning activities and giving the students	students' gestures show enthusiasm in the teaching-learning process
2.	Most of the students had short attention in the teaching-learning process.	S	challenging tasks. Using various media Applying a quiet signal.	students had longer time to give their attention in the teaching-learning process
3	Most of the students did not finish the individual task.	S	Giving group tasks	students are able to finish the task on time.
4.	Most of the students had off-task activities with their friends during the teaching-learning process	S	Grouping students in pairs and small groups Giving the interdependent roles in a group Applying a quiet signal	students participate in the teaching-learning process Some students interact with each other about the tasks Students' disturbing noises were decreasing

To achieve those goals, the researcher and the English teacher planned some actions in cycle I. Those were as follows.

a. Selecting the materials

In this discussion, the materials referring to the standards of competency and basic competencies in the second semester were selected. As the result of the discussions, the researcher and the English teacher agreed to select standard of competency 5, 6, and 7. The standards of competency were selected according the teacher's syllabus. They are shown in table 9.

Table 9. The Selected Standards of Competency and Basic Competencies in the Action Research

Standard of Competency	Basic Competence
Mendengarkan 5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas	5.1 Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan.
Berbicara 6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas	6.4 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: meminta ijin, memberi ijin, menyetujui, tidak menyetujui, menyangkal, dan meminta kejelasan, memberi dan meminta informasi.
Membaca 7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas	7.2 Memahami kalimat dan pesan tertulis sangat sederhana.

After selecting the standards of competency and basic competencies, a course grid was made to design the materials and activities. In making the course grid, the relevant topics for the students were chosen. And then, the indicators as the goals of learning a language, the language functions, and the key structure were formulated.

The activities were made based on the learning phases in PPP (Presentation-Practice-Presentation) method. PPP is a method for teaching in a foreign language consisting of three phases, moving from teacher's control towards greater learner's freedom. Presentation is the beginning or introduction to learning language. Practice is the process that facilitates progress from the initial stage through to the final one. Production is the result of the learning process, where a learner has become a "user" of the language. This method was chosen because it could support students' learning steps in order to be independent in Cooperative Learning activities. In the presentation phase, the teacher reviewed the vocabulary, presented the language function, and gave a model by using media such as a clock, pictures and puppets. In the practice phase, the students practiced the language function in pairs by using cooperative activities. In the production phase, the students work independently by using cooperative activities as well.

b. Designing Actions in the Teaching Learning Process

1) Using various media

Based on the materials planned in the course grid, the researcher made some instructional media that would support the teaching and learning process. The teaching media were a clock, puppets, and pictures. A clock was used in meeting I, II and III to explain and review about time. Puppets were used in meeting II to demonstrate a conversation. The pictures were used in meeting II and III to explain about vocabulary.

2) Using Cooperative Learning

Cooperative Learning was implemented by emphasizing on three actions: grouping students, giving group member roles, and carrying out cooperative activities.

a) Grouping

Students would work in pairs and a group. In pairs, the students would get the opportunities to participate and to build relationship. In groups, the students got the opportunities to interact with peers while to increase the speed of task completion time.

The research applied by random technique in order to make the grouping fair for students. Thus, the students were in different groups in each meeting. The heterogeneity was based on sex categories.

b) Group member roles

Every group member would have different role in a group. In the cycle, their parts were helping each other to gain the group's point and being the representative of the group in the class performances.

c) Activities

The researcher and the English teacher used Cooperative Learning activities which suited the materials and the teaching objectives. The activities involved working in pairs and groups. The Cooperative Learning activities in the actions were *Numbered Head Together*, *Think-Pair-Share*, *Three-Step Interview*, and *Rally Table*. Besides, the game which involved Cooperative Learning elements was Body Clock Game.

3) Applying a Quiet Signal

The disturbing noises made the teacher's instruction un audible in the classroom. As the consequence, the teacher was difficult to give the students instructions. To manage the students' noises, a quiet signal would be used. The signal was the raising hand technique. The way to use the signal was instructing the students to follow teacher's gesture of raising hand. The teacher counted down from five to one untill all students raised their hand.

c. Making Lesson Plans

The lesson plans were made as the guidelines in conducting the teaching and learning processes. There were three lesson plans in this cycle. The teaching and learning scenario was in the table 7.

Table 10. The Teaching and Learning Scenario in Cycle I

Teacher's activities	Students' activities
Opening activities: 1. Teacher greets students. 2. Teacher checks whether the students are ready for the lesson or not. 3. Teacher asks the students to have a prayer. 4. Teacher checks students' attendance and asks the students' condition 5. Teacher asks some questions related to today's lesson. 6. Teacher asks the topic of the lesson. 7. Teacher states the learning objective.	Opening activities: 1. Students greets teacher. 2. Students answer the teacher's checking. 3. The students have a prayer. 4. Students answer teacher's questions. 5. Students answer teacher's questions related to today's lesson. 6. Students guess the topic of the lesson. 7. Students pay attention to the learning objective.

<p>Main activities:</p> <p><i>Presentation</i></p> <p>8. Teacher explains the materials by using media</p> <p>9. Teacher asks students to drill the material.</p> <p>10. Teacher asks comprehension questions orally by giving some clues to the students to answer them.</p>	<p>Main activities:</p> <p><i>Presentation</i></p> <p>8. Students pay attention to the teacher's explanation about the materials .</p> <p>9. Students drill the material.</p> <p>10. Students answer comprehension questions orally guided by the given clues.</p>
<p><i>Practice</i></p> <p>11. Teacher asks students to work in pairs.</p> <p>12. Teacher distributes worksheet.</p> <p>13. Teacher asks students to do exercises in pairs.</p> <p>14. Teacher monitors the groups by giving comments, suggestions, and offering helps.</p> <p>15. Teacher asks students to perform in front of the class in pairs</p> <p>16. Teacher gives the students feedback.</p>	<p><i>Practice</i></p> <p>11. Students work in pairs.</p> <p>12. Students receive the worksheet.</p> <p>13. Students do exercises in pairs.</p> <p>14. Students ask for the teacher's help.</p> <p>15. Students perform in front of the class in pairs</p> <p>16. Students listen to teacher's explanation.</p>
<p><i>Production</i></p> <p>17. Teacher asks the students to work in groups.</p> <p>18. Teacher distributes worksheets for every group.</p> <p>19. Teacher explains the rule of the activity.</p> <p>20. Teacher monitors the groups' work.</p> <p>21. Teacher asked the students to tell the result of the group work.</p>	<p><i>Production</i></p> <p>17. Students work in groups.</p> <p>18. Every group receives worksheets</p> <p>19. Students listen to the rule of the activity.</p> <p>20. Students asks the teacher a help.</p> <p>21. Students tell the result of the group work.</p> <p>22. The success group gets the point.</p>

22. Teacher gives point for the success group.	
<i>Closing</i> 1. Teacher summarizes the lesson. 2. Teacher has a reflection. 3. Teacher reviews the next material. 4. Teacher closes the lesson.	<i>Closing</i> 1. Students summarize the lesson. 2. Students have a reflection. 3. Students listen to the teacher's review 4. Students respond to teacher's leave-taking

d. Developing research instruments

Before conducting the research, some research instruments were developed. Those were observation checklist, interview guidelines and self-evaluation questionnaires. The observation checklist was used to gather the information about the sequences of the activities and the observable information about students' engagement during the implementation of the actions. The interview guidelines were aimed at gathering data about the teacher and students' opinion and feelings about the actions. They were also used in the reflection step. Additionally, the researcher also developed self-evaluation questionnaire for students to gather information about the category of students' engagement.

2. Action and Observation of Cycle 1

The actions were conducted in three meetings. The meetings were on February 21st, February 28th and March 7th, 2013. The actions were carried out the researcher. Thus, the researcher had a role as the teacher. Meanwhile, the observations were carried out by the the collabolators.

a. The first meeting of cycle 1

The first meeting was conducted on Wednesday, February 28th, 2013. The topic of the lessons in Cycle 1 was the time. To begin the lesson, the teacher had a question and answer session about the schedule of their daily activities in the school. From the questions and answer session, the teacher had made sure that the students had acknowledged the concept of the time with the minute hand in number twelve. However, they could not answer the teacher's question when they were asked about the time reading on the minute of 15, 30, and 45. Thus, the teacher asked them to listen to the teacher's explanation about the time reading on the minute of 15, 30, and 45. The strategy succeeded to make them curious and to get students' attention in the presentation.

To introduce the new material about the time, the teacher used a colorful big clock as the instructional medium. The clock was used to introduce the concept of time: "a half past", "a quarter to", and "a quarter past". By using a clock, the students could directly learn to read the time. The medium is shown below.



Figure 2. **A Clock as the instructional medium**

Then, the teacher demonstrated a song entitled *A big Clock Song* twice and the teacher asked the students to sing it. When they could sing the song together, the teacher asked them to dance by moving their hands like minute and hour hands of a clock.

When the teacher had made sure that the students could memorize the concepts, the teacher asked them to play *Body Clock Game*. In this practice phase, the teacher directed activities, gave instructions, observed the students' answers and gave feedback.

In the lesson, the teacher adapted Cooperative Learning in *Body Clock Game*. The students had roles as the minute hand and hour hand. The way to play it was listening the teacher's instructions about time, such as "raise your hand like a quarter to six!". After that, the students responded to the instructions by raising their hands as clock hands.

In the production phase, cooperative activity was to sharpen the listening skills and teamwork skills. In this step, *Body Clock Game* was still played. In this

phase, they worked in groups. The grouping technique was by directing 4-5 tablemates in one column to be one group.

In order to apply the principle of “sink or swim together” in Cooperative Learning, the rule said that the group with the same and correct response was allowed to sit down as their reward. In the other hand, the group with the different or wrong response was not allowed to sit down until they could respond to the instructions correctly.

In this phase, the teacher gave instruction and observed the group's answers but did not give direct feedback. After that, the teacher gave them a reward or a punishment related to the performance of the groups.

b. The second meeting of Cycle 1

The language skill in the second meeting was speaking skills. It was conducted in Thursday, February 28th, 2013. In the meeting, the researcher still used the clock to recall the previous material. To introduce new vocabulary about daily activities, the teacher used pictures. The pictures were to introduce a list of new vocabulary such as ‘study’, ‘sleep’, ‘wake up’, ‘go to school’, and ‘be back from school’.

Furthermore, to present the materials about the expression of asking for and giving information about time, the teacher used puppets. The puppets were also used to demonstrate the expressions. The teacher asked the students to have a conversation with the puppets. The teacher used the students' favorite cartoon characters as the imaginative character who could talk with them.



Figure 2. **One of the Puppets as the instructional Media**

The teacher also used the learning resources of *What Time Do You* song. After listening to it twice, the students sang it by changing some parts of the lyric with different vocabulary.

During the practice phase, the students practiced listening or saying the language correctly in *Think-Pair-Share*. In this phase, the teacher's roles were to direct the activities and to provide positive feedback to students. The students completed the timetable of their daily activities and then practiced the expressions individually. Next, they asked their partner about the schedule of his/her daily activities. After having pair works, the teacher asked students to perform the dialog. Next, the teacher gave them feedback.

The next activity was *Three-Step Interview*. To group the students randomly, the teacher gave every student different number. The students with the same number gathered in one group. Next, the teacher applied a quiet signal to get their attention for explaining the roles. The teacher explained that the students' roles were as the interviewer, the interviewee and the checker.

After that, they had interviews. In this phase, they interviewed their members in turn. There was no teacher's intervention in this activity. The checker's job was listening to their friends' answers. Correcting mistakes was also the responsibility of the checker. When he/she found that her/his group members (as the interviewer) used the expression acceptably, he/she could permit the success interviewer to tie his or her card by the rope. In the last activity, the teacher announced the group with the best cooperation and performance to the whole class.

d) The third meeting of Cycle 1

The third meeting was in Thursday, March 7th, 2013. It was reading class and the topic was daily activities. The teacher began the lesson by giving every student a reading text.

In the presentation, teacher still used a clock and pictures. The teacher read a text aloud. And then, she asked the students to imitate her. To check the students' understanding of the pronunciation and stress, the teacher asked some students to come forward.

In the practice phase, the teacher asked students to work in pairs. Students practiced to read the text aloud with their partner. The teacher gave them assistances during the process. When she found that most of students were difficult to pronounce some words, she stopped the activity and reexplained the material. Next, the students practiced it again.

In the production phase, the teacher asked students to play *Rally Table* and *Numbered Head Together*. To explain the rule of the game, the teacher called

every representative of all groups to the teacher's table. The group representatives listened to the teacher's explanation and to retell the explanation to their groups. This strategy was aimed at making all students easy to understand the long explanation.

In *Rally table*, Every group determined their members as the person number 1 to person number 2. The first person was asked to read the first sentence aloud. Next, the second person was asked to read the first and second sentence aloud. The activity was continued until the last sentence was read. During the activities, the teacher monitored the students and gave direct feedback to the students.

And then, the students played *Numbered Head Together*. The teacher called out the student based on their number to read the text aloud. For example, the teacher called person number one. It means that person number one from every group read the text aloud. Next, the teacher assigned person number one from group 3 to read the first sentence. And then, the person number one from other groups read the next sentences.

3. Reflection of Cycle 1

The three meetings in the Cycle 1 were covered by some actions to solve feasible problems found in the previous classroom observations. There were successful and unsuccessful actions during the actions implemented. To collect the data for reflection, the researcher made field note in every meeting and collect students' self evaluation form. To validate the data, the researcher also

interviewed the English teacher, the collabolators, and the students to get the data about their comments and opinions.

a. Using Various media

The media used in those meetings were a clock, pictures, puppets, ropes and personal cards. Since the topic was about the time, the clock was used in every meeting. Pictures, ropes and personal cards were used in the second meeting. Meanwhile, puppets were used in the second meeting.

The clock was used to introduce and to recall the concept of time. The teacher gave comments to the effectiveness of the clock. She said that the media was effective to help students to understand the material.

- | | | |
|---|---|---|
| R | : | <i>Bagaimana Bu dengan kondisi kelas selama pelajaran?</i>
What about the class condition during the lesson, Ma'am? |
| C | : | <i>Menarik, Feb. Anak-anak pada antusias ya. Apalagi tadi pas dari awal ditunjukin jam. Itu tadi bagus ide Febi untuk membagi warna jam jadi Febi nggak perlu banyak penjelasan untuk membedakan di mana tempatnya jarum panjang pas dibaca a quarter to, dan a quarter past.</i>
Interesting. The children were enthusiastic. Moreover, in the beginning, you showed a clock. That was a great idea for you to separate the clock's color so that you didn't need to explain much to differentiate 'a quarter to' and 'a quarter past' according the the position of the long arrow (of the clock). |

(Appendix B, Interview 4)

Along with that, it was found that it succeeded to be a medium to get students' attention to the material. The situation is described in this following field note.

<p><i>Ss terdiam sambil semua mata terpaku pada jam dinding. S yang sebelumnya menjahili temannya pun berhenti melakukan aksinya. R bertanya, "What is it?" Serentak Ss menjawab. "Jam!". Beberapa Ss di depan berteriak, "a watch!". Ss di barisan sebelah kanan bersahutan menjawab, "a clock!" R memberikan pujian karena Ss berani menebak dan menjawab dengan benar.</i></p>

Ss were silent while their eyes were attracted to the clock. Moreover, Ss who made noises stopped doing their activity. R asked, "What is it?" All Ss answered, "Jam!" Some Ss yelled, "A watch!" Ss in the right side shouted, "A clock!" R gave compliments for Ss who dared to guess and answer it correctly.

(Appendix A, Field Note 1)

The second media were the pictures. Those media were used in meeting II and meeting III. It was found in meeting II that the was not big enough to be seen by the whole class (the size of it was 12 cm x 8 cm). It is stated in the interview transcript below.

ET : ... Gambar itu menurut saya kurang besar. Jadi nggak semua anak bisa melihat dengan jelas.

I think the pictures were not big enough. As a result, not all students could see it clearly.

R : Gambar saat presentation itu ya, Bu?

The pictures in the presentation, right?

ET : Ya. Nah sebetulnya kalau pake media gambar, *whiteboard* itu kamu gunakan saja. Jadi kamu bisa tempel di situ, lalu kamu tinggal tunjuk gambar. Anak juga bisa lebih fokus ke situ. Jadi kalau kamu pegang satu, barisan yang sini lihat, tapi otomotis yang sana nggak lihat to? Kalau ditaruh di *whiteboard*, satu pandangan ke *whiteboard* semua. Menurut saya Cuma itu aja.

Yes, it was. Actually, if you used pictures as a media, whatever the size, it would be better for you to utilize the whiteboard as well, so that the children would be more focus on the whiteboard. Based on the observation, when you hold one picture, some students here could see it, but some students there could not. I think, that's all.

(Appendix B, Interview 5)

In reference to the suggestion above, the researcher enlarged the pictures in the next meeting. She enlarged the size of the pictures (the size of it was 21cm x 29,7 cm) and used a whiteboard to make it easy for her to present the materials. The pictures were aimed at recalling the previous lesson and helping students to engage with the new materials. As a result, the students easily followed the

teacher's instructions and correctly mentioned what the pictures described. It can be seen in the following field note.

R meminta Ss menyebutkan apa yang dilakukan orang pada gambar sesuai dengan pertanyaan R sambil menunjuk gambar di papan tulis. Secara serempak, seluruh siswa dapat menjawab dengan benar dan semangat.

R asked Ss to answer R's question about what the child was doing based on the pointed pictures. The whole class could answer them correctly and enthusiastically.

(Appendix A, Field Note 3)

The collaborator also witnessed the effectiveness of the presented media. She thought that the media were effective to engage the students cognitively and psychologically.

R : *Oh, ya. I see. I see. Lalu untuk yang pertama kali, waktu presentation itu gimana?*

I see. I see. And then, in the first phase, what happened in the presentation?

C : *Ah, pas waktu itu pada merhatiin. Cuma ada beberapa seperti Nd yang perhatiin tapi nggak ikut ngomong. Gitu. Rf itu malah merhatiin pas waktu presentation.*

At that time, they all paid attention to you. Some students, like Nd, paid attention but she didn't speak up. Interestingly, Rf (the trouble maker) was paying attention instead.

(Appendix B, Interview 7)

The third media were puppets. Those were the motivating media since students were enthusiastic with the cartoon characters. The media made them curious about what the teacher did with the puppets. It was seen in the extract below.

Selanjutnya R mengeluarkan wayang sebagai media presentasi percakapan. Sebagian besar Ss tampak terkejut dan menunjukkan muka riang ketika wayang itu dikenal. "Itu Boboboi!", beberapa anak bersahutan. "Ada Gopal, nggak Miss?", seorang S menimpali. "Gopal sedang giliran lawan monster," jawab R. S yang biasanya tidak antusias mengikuti pelajaran ikut merasa riang. Dia berdiri agar

bisa melihat Boboboi lebih dekat. “Siapa yang suka Boboboi?”, R bertanya. Serempak seluruh anak menjawab, “Saya!”

Next, R showed puppets as the media to demonstrate a conversation. Most of the students looked surprised and cheerful when they thought that the characters of the puppets were familiar for them. “It is Boboboi!”. Some students shouted. “Where is Gopal, Miss?”, asked a student. “Gopal is fighting against the monster, now.”, R answered. S who was accustomed to be unenthusiastic became happy to join the lesson. He stood up so that he could see Boboboi closer. “Who likes Boboboi?”, asked R. They answered altogether, “Me!”.

(Appendix A , Field Note 2)

Based on the interview with the students, they liked the media, even for the student who was not easily to be managed (Rf).

R : *Yang bikin senang di pelajaran Miss Febi apa?*

What made you happy in the lesson?

Rf : *Ada Boboboi.*

There was Boboboi.

(Appendix B, Interview 6)

It implied that various media benefited the teacher to make her easier maintaining students’ attention and explaining the material. The students also got the lesson fun so that they were motivated to learn more.

Besides, the instructional media were also used in cooperative activities (meeting III). The media of personal card and rope were used as the game tools in *Rally Table*. The media were effectively used by most of the groups after the teacher explained the instruction again. However, there were some children who did not use the media (the personal cards and the rope) appropriately. It can be seen in the following field note.

Satu kelompok lainnya tidak bisa menyelesaikan permainan, karena salah satu anggota kelompoknya, menggunakan media permainan (tali) untuk bermain bersama teman lain dalam satu kelompok tersebut. “Miss, aku mau nggarap tapi Rf malah mainan tu, lo, Miss”, ungkap S bernama Ad.

There was a group that could finish the task well. Some of them could not start doing the task because they did not understand the game instruction.

(Appendix A, Field Note 3)

It confirmed that the teacher needed to take into account the rules of using media appropriately to the students. The teacher needed to explain the rules explicitly before activities. When there were students who disobeyed the rules, the teacher should communicate with them personally.

b. Applying a Quiet Signal

The strategy was introduced since at the first meeting. The strategy was used many times. The teacher used it in the beginning or in the middle of the lesson to get the attention of the class. The explanation about the situation of the class in the first demonstration was as below.

R juga menerangkan penerapan quiet signal dengan meminta siswa ikut mengangkat tangan ke atas hingga R menghitung sampai detik kelima. R meminta Ss mendemonstrasikan gerakan ini sesuai instruksi R.

R also explained about the use of quiet signal by asking students to raise their hand while R counted one to five. R asked Ss to demonstrate the movement after the instruction of R.

(Appendix A, Field Note 1)

Keadaan menjadi ramai. R mengaplikasikan quite strategy untuk mendapatkan atensi siswa.

The situation came to be noisy. R applied quite strategy to get students' attention

(Appendix A, Field note 2)

Setelah R mendapatkan atensi siswa dengan menggunakan quiet signal, R menjelaskan tentang tugas dan tanggung jawab kelompok,

After R got the students' attention by using quit strategy, R explained about the tasks and responsibilities of the group ..

(Appendix A, Field Note 3)

Based on the field notes, the teacher succeeded to manage the class by using this quiet signal. The teacher was able to control the students' noises and to attract students' attention.

c. Applying Cooperative Learning

1) Grouping

In the first meeting, grouping in production phase was by random technique. The group composition were determined according to the seating arrangement. The random grouping technique was chosen because the students could see it as fair. It was shown that there was no problem in this kind of grouping. The problem was only between some boys who bothered the two girls in a group.

R meminta Ss melakukan Body Clock Game secara berkelompok. Setiap kelompok terdiri dari 5-6 orang. Beberapa kelompok dipanggil berdiri secara bergiliran. Setiap ronde, 4-5 kelompok berdiri dan lainnya bertugas sebagai pengkoreksi kelompok lain. Terlihat tidak ada keluhan dari siswa untuk berkelompok terkecuali dua orang S perempuan yang mengeluh karena beberapa teman laki-lakinya justru mengganggu mereka.

R asked Ss to play Body Clock Game in groups. Every group consisted of 5-6 students. Some groups were asked to stand up in turn. 4-5 groups stood up and the others had a task as the corrector. It seemed that there was no complaint from the students in the grouping except of the two girls who complained because some boys Ss disturbed them.

(Appendix A, Field note 1)

In the second meeting, there were some grouping problems which occurred. The first problem was related to some off-task students. They chatted with their friends in a group. The second problem was time management in grouping. They spent much time to gather with their group.

The other problem dealt with students' behaviours. The group consisted of four boys and one girl made the girl uncomfortable. The boys often disturbed

her so that she cried. Nevertheless, it did not occurred with the groups consisted of 3-4 girls and 1-2 boys. The situation is described in the field note below.

R meminta Ss berkelompok sesuai dengan nomornya. R memandu siswa untuk berposisi sesuai dengan kelompoknya. Selama proses pengelompokan, Ss yang sudah bergabung dalam kelompoknya membuat kegaduhan. Karena R harus membuat suaranya didengarkan oleh semua Ss, proses pengelompokan ini memakan waktu selama 10 menit. Ketika telah menjadi kelompok, S yang biasa membuat kegaduhan menggoda teman perempuannya yang menjadi teman satu kelompok. Si S perempuan tersebut menangis dan kebetulan ET datang untuk membantu meredakan tangis S perempuan tersebut.

R asked Ss to make group based on their number. R managed the group seating. During the process of grouping, Ss who had been in their group made noises. Because R tried to make her voice audible for the whole class, so that the grouping process spent 10 minutes. When all of them had been in their group, that making-noises S teased the girl in his group. The girl was crying and ET happened to come to help her.

(Appendix A, Field Note 2)

In the third meeting, the problem of grouping also occurred. The position of group seating was complicated since there were some groups who did not want to share their place. It was because they were not accustomed to care to the others. The situation of grouping process in the third meeting is described below.

R meminta Ss duduk satu meja dengan kelompoknya. Saat berkumpul dengan kelompoknya, empat kelompok dapat mengatur meja dan berbagi ruang dengan kelompok lainnya. Satu kelompok di depan menarik-narik meja dengan teman satu kelompoknya sendiri untuk menentukan posisi meja kelompok. Kelompok lainnya tidak mendapat meja karena ruang yang tersedia terlalu sempit. R membantu dengan meminta kelompok lain pindah ke meja lainnya sehingga bisa berbagi dengan kelompok lain.

R asked Ss to sit with their own group. In grouping, the four groups could manage the table and share their space with other groups. A group in the front side of the class was pulling a table with their group to manage their table position. The others could not get a table since the space was too narrow. R helped them by asking other groups to move to the other side so that the group got a place to sit.

(appendix A, Field Note 3)

- | | |
|---|---|
| C | <p>: <i>Terus juga penyekat antara satu grup dengan grup lainnya tidak terlalu jelas, kan Feb sampe ada yang meja di tengah itu mereka tarik-tarikan meja. Jadi mereka itu heboh.</i></p> <p>And then, the border between one group and the other was unclear, as the example, they pulled the empty table in the middle position of the classroom. They were so mad.</p> |
| R | <p>: <i>Jadi kayak ini mejaku mejamu, ya?</i></p> <p>It meant that they thought that the table was their group's or other group's, right?</p> |
- (Appendix ... , Interview 7)

The researcher and the collaborators agreed that heterogeneous groups gave students' opportunity to interact with their classmates. Random technique was effective to be applied in this class. However, since the students could not gather with their group in the short time and the groups were difficult to find their place by themselves, it was to suggest that the researcher used a special strategy to deal with that.

Furthermore, the class demanded a strategy to deal with the students' bad behaviours. It was to suggest for the teacher to communicate with the students about respect with their friends and give them a reward if they obeyed it.

2) **Group member roles**

The teacher applied group member roles in every activity. In the first meeting, the students had roles as the minute hand and the hour hand. They were asked to work with their partner and their group in order to get the reward of the game. The reward of the game was the teacher's permission to sit down. In this activity, they needed to help each other to achieve the lesson's goal. The situation in th activity is shown below.

<p>Saat menemukan S menjawab dengan salah, R mengajak S untuk meminta teman sebelahnya menunjukan jawaban dengan benar. Di pertanyaan selanjutnya,</p>
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dengan tepukan punggung dan pandangan mata, beberapa Ss yang duduk bersebelahan mengoreksi gerakan teman sebelahnya.

When finding the S's answer wrong, R invited the S to ask his partner to show the correct one. In the next questions, some partners corrected their partner's mistakes by touching their back and eyes signal.

(Appendix A, Field Note 1)

In the production phase, the students' roles were the same as theirs in previous activity. Since it was group work, they used communication skills with other members to get the group's agreement. They contributed in the group activities. They also expressed sensitivity by reminding their group member to participate. The situation is described in the following field note.

...,teman sebelah S tersebut meminta S memperhatikan jawaban yang dia bentuk dari tangannya sambil mengajaknya melihat gerakan teman lainnya.

..., A friend next to the S asked him to pay attention to the answer she presented by her hands and asking him to see the others' movement.

(Appendix A, Field Note 1)

In the second meeting, the students' roles were as the interviewer, the interviewee and the checker. The task was three-step interview. They had to listen to their friends to get the answers. The checker made sure that their friend could answer it correctly. However, the group member roles did not run well in the cooperative activity of the second meeting. Based on the group situation, the cause was the unclear instruction. The instruction was too long and boring and then it made some students easily unfocused. As a consequence, they did not understand their roles so that they chose to have their own activity in a group. It affected to the students' disengagement to play their role in the group.

R memberikan penjelasan tentang pengerjaan tugas dan siswa mendengarkan. Namun, beberapa Ss dalam kelompok lainnya tidak mendengarkan instruksi sehingga memanggil-manggil R untuk meminta dijelaskan tentang instruksi tugas.

R was explaining about the task instruction and Ss was listening. However, some Ss in a group could not listen to the instruction so that frequently they called R for asking a help to reexplain it.

(Appendix A, Field note 2)

C : *Nah, kayak gitu. Intinya sih, instruksinya kelamaan jelasinnya. Tapi pada akhirnya kamu tuh useless tuh lho Feb, soalnya kamu ke grup lagi buat jelasin sat-satu kan? Nerangin lagi.*

That's the point. Basically, the instruction spent too much time. Finally, it became useless because you had to reexplain it group by group.

R : *Iya.*

Yes, it was.

(Appendix B, Interview 8)

In the third meeting, their roles were as the persons with head number.

Every student had the equal opportunity to practice and to perform the skills. The description of the situation is presented below.

R menjelaskan tentang tugas dan tanggung jawab kelompok pada tugas yang diberikan, yaitu menentukan tiap anggota kelompok dapat membacanya dengan pengucapan dan penekanan yang benar. R juga menjelaskan bahwa R tidak akan memberikan jawaban atau bantuan terlebih dahulu kepada tiap kelompok. Ss mengerjakan tugas dengan tekun sehingga membungkukan punggung mereka ke meja.

R explained about the task and group responsibility. They had to make sure that every member of a group could read the text aloud with the exact pronunciation and stress. R also explained that R would not give the answers or give a help to the groups. Ss did the task with full concentration showed by their bow postures.

(Appendix B, Field Note 3)

In the other words, the students could fulfill their role effectively when they realized that every role could influence their group's achievement (in *Body Clock Game*, *Three-Step Interview* and *Numbered Head Together*). It means that it was important to instruct them to be interdependent. However, the unclear

instruction about the activities hindered students to do the task (in *Rally Table*). It means that the clear instruction needed to be improved in the next cycle.

3) Activities

a) Meeting I

In the first meeting, the teacher adapted Cooperative Learning in Body Clock Game. The chosen activity was designed in order to suit the lesson objectives: “students were able to respond teacher’ instruction by using body movement.” The game was played in pairs. The students had to listen to teacher’s instruction and to move their hands like the clock’s hands. Every couple cooperated to find the correct movements as they listened to.

The situation showed that there were interactions between the partners eventhough they used nonverbal communication. That kind of communication became the effective strategy in this activity because they had to talk less and listen to the teacher’s instruction more. The situation is shown in the extract.

Saat menemukan S menjawab dengan salah, R mengajak Ss untuk meminta teman sebelahnya menunjukan jawaban dengan benar. Di pertanyaan selanjutnya, dengan tepukan punggung dan pandangan mata, beberapa Ss yang duduk bersebelahan mengoreksi gerakan teman sebelahnya.

When finding S answered wrong, R invited Ss to ask their partner to show the correct one. In the next questions, by by touching their back and eyes signals, some partners correctes their parner’s mistakes.

(Appendix A, Field Note 1)

In the production phase of the meeting, the cooperative activity was to sharpen the listening skills and teamwork skills. In this step, *Body Clock Game* was still played. However, the teacher applied the different rule. The rule said that the group with the same and correct response was allowed to sit down. In the

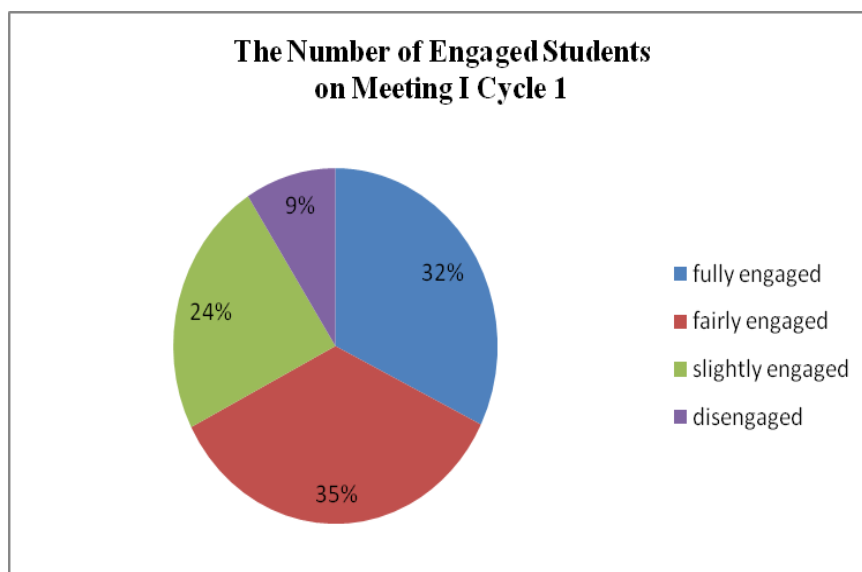
other hand, the group with the different or wrong response was not allowed to sit down.

After making sure that the students were ready to play the game, the teacher asked students to do the tasks. Most of the students were engaged in the learning activities. It was as observed directly by the collaborator.

R	: Menurut mbak Dewi tadi bagaimana kondisi kelas selama pelajaran? (What do you think about the class condition in teaching-learning process. Dewi?)
C	: Kebanyakan engaged, ya. Mereka mau kamu ajak melakukan sesuatu sesuai intruksi. (Most of them were engaged. They did something as you instructed to them.)

(Appendice B, Interview 3)

The students' self-evaluation calculation also showed that most of them were engaged. From 33 students, 35% of them were fairly engaged and 33% of them were fully engaged. Meanwhile, 24% of the students were slightly engaged and 9% of them were disengaged. The result is shown in this figure.



Eleven students (32%) admitted that they fully engage in the learning activities. They made efforts to be responsible assigning the task and reminding others to support the group work. It is described in the field notes below.

teman sebelah S tersebut meminta S memperhatikan jawaban yang dia bentuk dari tangannya.
A friend next to S ask the S to pay attention for his hands as the answer.
(Appendix A, Field note 1)

... dengan sentuhan punggung dan pandangan mata, beberapa Ss yang berdiri bersebelahan mengoreksi gerakan teman sebelahnya.
.. by using back touching and eye signal, some Ss who sit with their partner corrected their partner's movement.
(appendix A, Field Note 1)

Additionally, they built good relationship among others. The indicators were their support to others and group celebration. It means that they were sensitive to others' feelings and they tried to compensate others' characters in order to achieve the group's goal. The findings were supported by the field note and the collaborator' comments.

Kelompok yang berhasil memberikan high-five pada teman sekelompoknya sambil melompat-lompat. Di kelompok yang tidak berhasil, Ss terdiam melihat teman-teman lainnya, beberapa menyemangati teman sekelompoknya sambil mengatakan, "Ayo! ayo!"
The successful groups gave high-five and jumped with their group mate. The unsuccessful groups were silent. Some members of the group supported their group mate by saying, "Come on! Come on!"
(Appendix A, Field Note 1)

ET : Terus juga menarik saat mereka merayakan kemenangan tadi itu, lho. Kelihatan, mereka senang banget.
(Again, it was interesting when they celebrated their victory. They looked very happy.)
R : Iya, bu. Saya juga sempat lihat momen itu.
(They did. I also witnessed that moment.)

(Appendix A, Interview 4)

35% of the students or 12 students admitted that they were fairly engaged. They followed the teacher's instruction after seeing the success groups who got high-five from the teacher. They were motivated to have teacher's compliment as well. However, they relied on the other members' efforts to complete the task instead of contributing to the group. It was due to the limitation of time to think and to discuss with their group. It is described in the following field notes and interview transcript.

Ss berebutan untuk mendapatkan atensi guru sambil meneriakkan nama R berkali-kali. Secara bergiliran, R memberikan high-five pada siswa yang merespon benar.

Ss competed to get teacher's attention while called R's name many times. Alternately, R gave high-five to the students who succeeded to respond the teacher's instruction correctly.

(Appendix A, Field Note 1)

Saat R memberikan instruksi, beberapa siswa melihat gerakan tangan temannya sebelum bergerak

When R gave instruction, some students saw the hand movements of their friend before moving.

(Appendix..., Field Note 1)

R : *Kemarin pas permainan kelompok, dibantu temannya njawab (pake gerakan) atau sendiri?*

In the past group activity, did you ask your friends' help or did you do it by yourself?

S : *Ada yang sendiri, ada yang ngikutin teman lain.'*

I did it by myself, but other answers were copyied by my friends'..

R : *Kenapa?*

Why?

S : *Miss-nya minta jawaban cepet, jadi kalau paham ya langsung digerakin tangannya, kalau nggak liat temen Miss, jadinya.*

I couldn't get it fast because you ask me to answer it soon, so I moved

my hand directly. I needed to see my friends' movement.

(Appendix B, Interview 8)

In the other hand, there were 8 boys (24%) who gathered in one group admitted that they were slightly engaged during the lesson. They had their own activities with their playmates. Furthermore, they admitted to be unfocused because they realized that the teacher frequently reminded them to behave well, such as warning them not to play with a broom under their table.

... . Ss di belakang bermain dengan sapu yang tergeletak di bawah meja. S yang duduk di barisan sebelahnya melaporkan mereka pada R, "Bu, pada mainan sapu tuh Bu di bawah." R kemudian menghampiri dan menunjukan ekspresi tidak suka kepada Ss tersebut. R memberikan peringatan lalu mengambil sapu itu keluar dari meja.

... . Ss in the front line played with broom under the table. S who sat near of them reports them to E, "Ma'am, they played with broom." R closed to them and showed them the unfriendly expression to them. R gave them a warning and then took the broom out of the table.

(Appendix A, Field Note 1)

Three students (9%) were found as the disengaged ones because they made noises or teased other friends frequently. They also ignored teacher's instruction to have good manner and to do the tasks. Moreover, a student frequently reminded the teacher about the time as if he wanted the lesson to be finished as soon as possible. He also admitted to be accustomed not to behave well in the class.

S yang tadi diberi peringatan melakukan kegaduhan dengan menari-nari. S who got the warning made noises while danced.

(Appendix A, Field Note 1)

S yang sedari tadi tidak mengikuti kegiatan kelas berteriak dan kemudian mendekati R bahwa sekarang jam pelajaran sudah berganti

The off-task S was screamed out and closing to R to say that it was the time of the next subject.

(Appendix A, Field Note 1)

C : ... Yang si Rf itu malah mainan nggak jelas, si temennya (Ad), malah akhirnya ngikut pasangan lainnya biar nggak dapat hukuman.

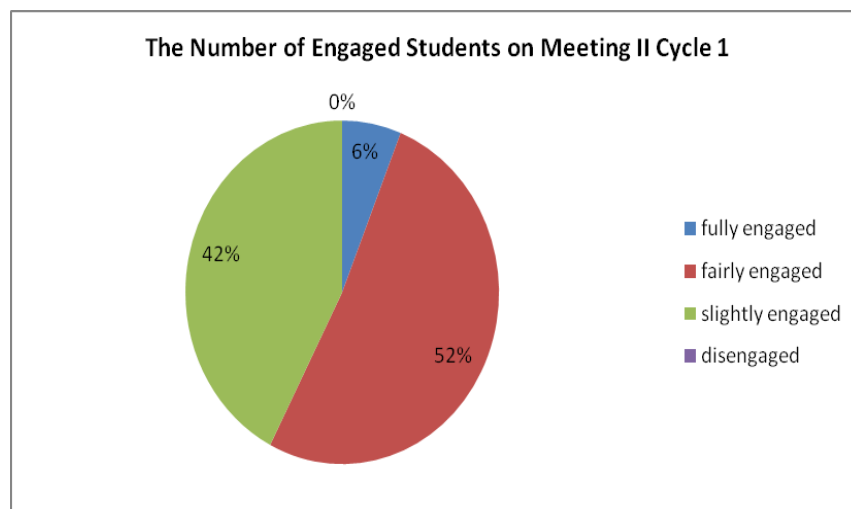
... Rf had his own activity. His friend (Ad) joined another couple in order to prevent the punishment.

(Appendix B, Interview 7)

In summary, most of them were fairly engaged because they made efforts to complete the task. They also could enjoy the activities by celebrating the group achievement with their group members. However, they still needed frequent occasional reminders to work in groups. They also still participated when being encouraged and prompted. In addition, most of them also still relied on others to work so that their cognitive efforts could not be predicted.

b) Meeting II

In Meeting II, the cooperative activities were *Think-Pair-Share* and *Three-Step Interview*. Their roles are as an interviewer and an interviewee. It was aimed at developing their individual accountability and their social skills to speak and to respond to the speaker.



In this meeting, 52% of 33 students admitted to be fairly engaged in teaching-learning process. At the opposite, 42% of the students were slightly engaged. The rest of them (6%) evaluated themselves to be fully engaged. Moreover, there was no one who reflected that they were disengaged.

In the meeting, 13 students (52%) could be fairly engaged in cooperative activities. It was because everyone had the opportunity to practice the expressions. Three groups (consisting of 4-5 students) could play the game well in production phase. It is shown in in the following interview transcript.

C2 : *Yang kelompoknya yang pake jilbab, itu. Kurnia. Kelompok itu bagus jadi ada yang tanya ada yang jawab. Masih ada bahasa Indonesianya tapi sudah ada efforts buat nanya, jadi “What time bla-bla-bla” temennya nanya, ‘aku?’ Dia jawab, ‘Iya.’, terus conversation.*

The group of the veil girl, Kurnia, performed the good group work. They still used Bahasa Indonesia in their communication but they still made their efforts to ask each other. For example, “what time bla-bla-bla” and then her friend asked “Aku?” He said, “Yes” and then they had a conversation.

(Appendix B, Interview 7)

They also used their learning skills by observing the other groups' strategies and then discuss it with their group member. The collabulator witnessed

that there were some groups did not start to do the task yet because they were still shy to talk to each other. However, eventually they made effort to play the game after they observed what the other groups did.

C	<p>: <i>Terus juga ada kelompok Hem, mereka nggarap tapi baru dhong setelah teman-teman lainnya nggarap.</i> Besides, the case in Hm's group was they assigned the task after learning from seeing the others' work. <div style="text-align: right;">(Appendix B, Interview 7)</div> </p>
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It confirmed that the engaged students showed their efforts to learn group learning skills by doing observation. The other indicator was their participation in the interview task. Every student had an opportunity to practice.

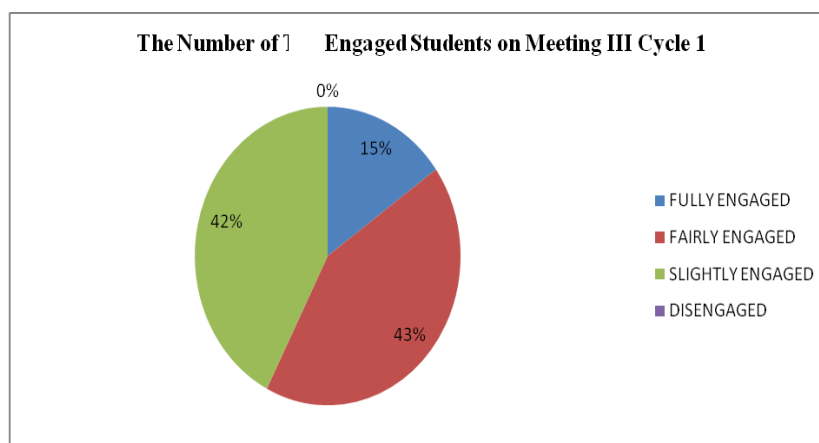
However, 14 students (42%) admitted that they were slightly engaged. They only could finish the task under the teacher's control. They did not know how to do the activities. The teacher explained the game orally in front of the class but they easily loosen their concentration since they found that the teacher's technique to give the instruction was boring.

<p><i>Beberapa Ss tidak mengerjakan tugas sehingga R mendatangi dan memberikan contoh tentang berlatih dialog.</i> Some Ss did not finish the task so that R came to them and gave them the example how to practice the dialog. <div style="text-align: right;">(Appendix A, Field Note 2)</div> </p>

c) meeting III

The cooperative activities in meeting III were *Rally Table* and *Numbered Head Together*. In *Rally table*, every group member was asked to read sentence by sentence aloud. In *Numbered Head Together*, every group member was asked to perform their work. The individual's score would influence the group's score.

Regarding to the unclear game instruction in the previous meeting, the teacher decided to find another technique to explain the rule of the game by calling a representative of each group. Every representative had a responsibility to reexplain it to their groups. The number of the engaged students in the activities is shown in the chart below.



The chart showed that the number of the fairly engaged and slightly engaged students were similar. Moreover, 15% of the students admitted that they were fully engaged. On the other side, there were no disengaged students.

Five fully engaged students (15%) were in one group. They could finish the task well. They had a discussion to find the correct pronunciation and stress to read the text. They also used their communication skills to give opinion and to listen to the others. Their postures signalled that they listened to each other.

Ss fokus mengerjakan tugas hingga membungkukan punggung mereka ke meja.

Ss focused doing the task until bowing their back on the table.

(Appendix A, Field Note 3)

R : Kurnia, siapa di kelompokmu yang benar mbacanya?
Kurnia, in your group, who read the text correctly?

- S2 : *Semuanya.*
All members.
- R : *Oh ya, bagus. Susah nggak tugasnya?*
That's good. Is the task difficult?
- S2 : *Nggak. Gampang.*
No. It was easy.
- R : *Pas sama kelompok lagi mbaca bareng-bareng, cerita dong ke Miss Febi!*
 Please tell me what happened in your group.
- S2 : *Cerita apa?*
 What story?
- R : *Yang sering ngomong siapa, yang lebih banyak diam siapa, ada yang nggak ikut ndengerin nggak.*
 Who was the most talkative member? Who was the most silent one? Was there anyone who did not listen to their friends?
- S2 : *Yang sering ngomong, aku sama Zihdan Miss. Yang lainnya cuma diem ndengerin.*
Zihdan and I were the ones who often talked for the group. The others just listened to us.
- R : *Berantem nggak pas diskusi kelompok?*
Did you have a debate in group discussion?
- S2 : *Nggak soalnya nggak semua ngomong. Tapi sama Zihdan sempet eyel-eyelan gitu, Miss.*
No, it wasn't. It was because not all members spoke. However, Zihdan and I had different arguments in some cases.
- (Appendix B, Interview 11)

15 students or 43% of all students reflected themselves as the fairly engaged ones. They made efforts to read the text but they were still not confident about the group's result. They thought they had not master the material yet.

Kelompok-kelompok yang masih belum mendapatkan pemahaman namun tetap masih mengerjakan tugas, memanggil-manggil R untuk memastikan bahwa yang mereka kerjakan sudah benar atau belum.

The groups who did not understand the material but still did the task called R to help them for assessing them whether their result of work was correct or not.

(Appendix A, Field Note 3)

On the one hand, 14 students or 42% of 33 students admitted that they were the slightly engaged students. They were off-task because they did not find the unclear instruction of the game. The group's understanding about the instruction was the responsibility of the representatives but four of all the representatives failed to explain it clearly. They were incapable or unconfident to explain the rules to their groups. The situation is described in the field note and interview transcripts.

Beberapa kelompok masih ada yang belum mendapatkan kejelasan cara permainan (dari perwakilannya). "Kita ngapain sih, Miss? Itu lo Hm malah ngerjain sendiri," keluh satu kelompok.

Some groups could not get the representative's explanation. "What should we do, Ma'am? Hm did it by himself, instead," they complained.

(Appendix A, Field Note 3)

R : *Waktu Miss Febi njelasin ke Hm tentang cara permainannya, sebenarnya Hem paham nggak?*

When Hm listened to my explanation about the game instruction, did you actually understand?

Hm : *Paham.*

I did.

R : *Terus, yang bikin susah njelasin lagi ke teman-teman apa?*

So, what made you difficult to reexplain it to your group?

Hm : *Penjelasannya panjang. Mereka taksuruh lihat aku dulu tapi nggak sabar.*

(I realized) it needed a long explanation. So I asked them to see what I did (to tell how to do the game) but they were not patient.

(Appendix B, Interview 12)

ET : *... . Tadi si Hm itu bisa, tapi karena anaknya pendiam dia jadi tidak menyampaikan instruksi ke teman-temannya. Jadi si Hm ngerjain sendiri, teman-teman sekelompoknya malah Kr yang ngajarin.*

... . Hm could do the task but, because he is a quiet student, he could not explained the task to their friends. As if he did it by himself. Eventually Kn took his role by explaining the instruction to their friends.

R : *I see.*

(Appendix B, Interview 10)

R	:	<i>Waktu Miss Febi njelasin ke Sk tentang cara permainannya, sebenarnya Sk paham nggak?</i> When Sk listened to my explanation, did you understand?
Sk	:	<i>Sk paham.</i> I did.
R	:	<i>Terus, yang bikin susah njelasin lagi ke teman-teman apa?</i> But what made you difficult to reexplain it to your group?
Sk	:	<i>Malu, Miss.</i> I was shy.

(Appendix B, Interview 12)

In addition, the slightly engagement was due to the students' behaviours which could not be managed. A group could not work successfully because two members of the group had their own activities while the others did the task. As the consequence, the group could not complete the task.

Satu kelompok lainnya tidak bisa menyelesaikan permainan, karena salah satu anggota kelompoknya, menggunakan media permainan (tali) untuk bermain bersama teman lain dalam satu kelompok tersebut. "Miss, aku mau nggarap tapi Rf malah mainan tu, lo, Miss", ungkap S bernama Ad.

The other group could not do the game because some members used the media (a row) to play with other friend in that group. "Miss, I want to do the task but Rf plays with the media," S named Ad complained.

(Appendix B, Field Note 3)

The data confirmed that the students' behaviours which could not be managed were also the cause of the group's problem. It implied that the teacher needed to reflect about her relationship with some students. Bulding good relationship with the students who could not to be managed easily might be the solution to make it easy for the teacher to manage the class. The necessary of handling the students was also suggested by the collabolator in this following interview transcript.

C2	:	<i>Pokoknya pikirin kelompok trouble makernya itu, Feb. Si kelompoknya Rf itu soalnya si Ad (teman satu kelompoknya) sudah mau ngerjain tapi kebentur yang lain.</i> Importantly, think how to handle the group of the trouble-makers, Rf.
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It was because Ad (one of the group member in Rf's group) made efforts to do the task but the trouble makers influenced the process the group work.

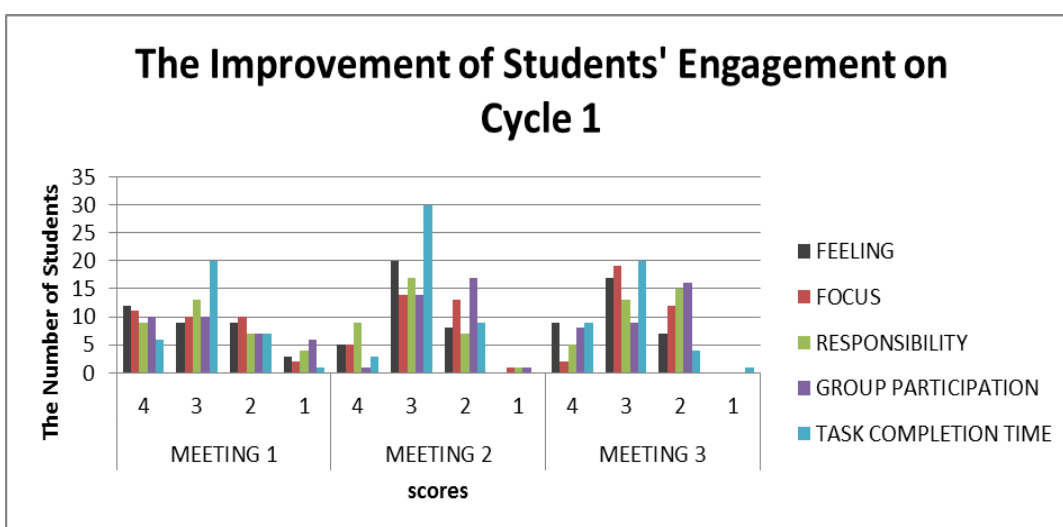
(Appendix B, Interview 7)

In reference to the reflection, there were positive and negative findings after the actions and implementations of Cycle 1. The summary of the findings is below.

1. The successful actions

a) The Improvement of Students' Engagement

Most of the students showed their engagement in Cycle 1. They could get involved in coperative activities because everyone favoured physical activities and games. Their improved engagement were mostly indicated by their task completion time and feelings. They admitted that they could accomplish the task on time. Most of them were also happy during the teaching-learning process. The improvement is shown in the chart below.



However, they still needed frequent occasional reminders to be on-task in their group. They also still participated when being encouraged and reminded. It resulted to their minimum group participation. In addition, some students also still relied on the higher ability students to work so that the teacher could not predict their cognitive efforts.

In conclusion, the frequent use of cooperative activities were suggested in the next cycle. It was aimed at enabling students to adapt with group activities and the demand of the activities toward them. The cooperative tasks which improved their individual accountability needed to be designed.

b) The use of Social Skills

Working in cooperative group encouraged students to use social skills to do the tasks. They used the skills to share happiness with their groups in the group celebration. They began to compensate and to accept the variety of their friends' characteristics and abilities in a group work. They also used their skills to give opinion and to respond to the speakers.

However, they were not able to develop some skills to solve group or inter-group conflicts such as sharing table with others and respecting the opposite gender. They were also still shy of talking with others unless their close friends.

It implied that they required the activities to develop social skills such as caring, sharing and respecting others. For the students who were shy to talk, they needed teacher's help to make them secured to talk in groups.

c) The Effectiveness of the Various media

The media were effective to maintain students' attention when the teacher explained the material. They showed their enthusiasm by listening to the teacher's explanation and voluntarily contributed in the question-answer session.

d) The Effectiveness of the Quiet Signal

The quiet signal was effective to be implemented during the actions. The teacher was able to control the students' noises and attracted students' attention by using it. Thus, the researcher and the teacher agreed to continue the actions.

2. The Unsuccessful actions

a) The Problems of Media

There were two problems regarding to the use of media. The first problem was the size of the pictures which made them less visible for the students. As it was a large class, the media needed to be visible even by the students in the back rows. The researcher and the English teacher needed to take into account the effectiveness of the pictures. The visible pictures were at least in the size of 21 x 29.7 cm².

The second problem was the media which were not used unappropriately. Instead of using them for group work, some students made them play so that their group could not do the task efficiently. The class needed to be given the additional rules about the appropriate use of the media. It was also to suggest that the teacher communicated personally with the students to be cooperative in groups.

b) The Uneffective Technique to Explain the Instructions

The students could not be engaged with the lesson because of the uneffective instruction technique. They found that it was bored to listen to he long and monotonous oral explanation. In addition, it was not appropriate to apply group representative technique for explaining the instruction for the students who did not brave to speak in public yet. Thus, it was important to find another idea which might be effective to engage students when the teacher explained the long explanation about the group instruction.

c) Time-consuming Grouping

The students had difficulties to find the members of the group and their seat. The students still needed the teacher's assistance in the grouping process while the time were running. Moreover, when the teacher did not monitor the students' activities, the students became noisy. So then, the teacher guided them to find their members. As the consequence, grouping students spent much time since the students depended on the teacher's instruction to arrange them. Based on these problems, the researcher and the English teacher needed to change the grouping strategy to manage the time.

4. Replanning of Cycle 2

From the result of the reflection in Cycle 1, the researcher and the collaborator agreed to conduct Cycle 2. The researcher and the collaborator discussed further plans of actions that should have improvement for several aspects. In the previous Cycle, there were still some actions needed to be prepared, modified, added, and improved in Cycle 2. Thus, the researcher and the

collaborator planned to solve the problems in Cycle 1. Meanwhile, the successful actions in Cycle 1 would be maintained and even improved. Those plans were as follows.

a. Selecting the materials

From the result of the discussions, The standard of competence 5, 7, and 8 were selected. The standards of competence were selected from the syllabus. They are shown in the table 11.

Table 11. Selected Standard of Competence and Basic Competence in the Action Research in Cycle 2

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas	5.2 Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan
Berbicara 1. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas	7.1 Memahami kalimat dan pesan tertulis sangat sederhana
Menulis 2. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas	8.2 Menyalin tulisan bahasa Inggris sangat sederhana secara tepat dan berterima seperti ucapan selamat dan pesan tertulis

b. Designing Actions in the Teaching Learning Process

The first action was using various media. The action was similar with the action in Cycle 1. The researcher used more visible media. It was aimed at preparing students before group activities.

The second action was related to time management in grouping the students. The researcher created the group seating map which displayed the

positions of the group tables in the class. By displaying the map, the researcher would guide the students to search for their group members and their seats. The researcher used the map to help her explaining the position of the group table of every group. It was designed to help the students finding their group. The group seating map was displayed in figure 5.

Figure 5 . Group Seating Map



The third action was the techniques to explain the guidelines of the tasks. In Cycle 2, Some students would be involved to help the teacher explained the game instruction. The steps of the explanation by the teacher were as follows: (1) inviting the students to come forward voluntarily, (2) explaining briefly about the tasks, (3) guiding the the volunteers to demonstrate how to do the task.

The fourth action was redesigning the group form. The grouping was based on students' ability. This designed arrangement was aimed at providing the safe environment for low ability students to interact and to participate in the group work. It was also aimed at keeping the high ability students' engagement in the

learning process. To make sure the students were grouped based on their abilities, the researcher deliberately arranged the students's group before class.

c. Redesign lesson plans

After designing the actions, the lesson plans were redesigned to guide the teacher in the teaching-learning processes. The scenario of teaching and learning was in table. The difference between the learning scenario of cycle 2 from that of cycle 1 was the activities in the production phase. The statements were bolded.

Table 12. **The Teaching and Learning Scenario in Cycle 2**

Teacher' s activities	Students' activities
Opening activities: 1. Teacher greets students. 2. Teacher checks whether the students are ready for the lesson or not. 3. The teacher and students have a prayer. 4. Teacher checks students' attendance and asks the students' condition 5. Teacher asks some questions related to today's lesson. 6. Teacher asks the topic of the lesson. 7. Teacher states the learning objective.	Opening activities: 1. Students greets teacher. 2. Students answer the teacher's checking. 3. The teacher and students have a prayer. 4. Students answer teacher's questions. 5. Students answer teacher's questions related to today's lesson. 6. Students guess the topic of the lesson. 7. Students pay attention to the learning objective.
Main activities: <i>Presentation</i> 8. Teacher explains the materials by using media 9. Teacher asks students to drill the material by using song.	Main activities: <i>Presentation</i> 8. Students pay attention to the teacher's explanation about the materials 9. Students pay attention and sing the song.

<p>10. Teacher asks comprehension questions orally by giving some clues to the students to answer them.</p> <p><i>Practice</i></p> <p>11. Teacher asks students to work in pairs.</p> <p>12. Teacher distributes a worksheet.</p> <p>13. Teacher asks students to practice the materials in pairs.</p> <p>14. Teacher monitors the groups by giving comments, suggestions, and offering helps.</p> <p>15. Teacher asks students to perform in front of the class in pairs by giving suggestions in practicing the materials.</p>	<p>10. Students answer comprehension questions orally guided by the given clues.</p> <p><i>Practice</i></p> <p>11. Students work in pairs.</p> <p>12. Students in pair group receive the worksheet.</p> <p>13. Students practice the materials in pairs.</p> <p>14. Students ask for the teacher's help.</p> <p>15. Students perform in front of the class in pairs</p>
<p><i>Production</i></p> <p>16. Teacher asks the students to work in groups according to the group seating map.</p> <p>17. Teacher distributes worksheets to every group.</p> <p>18. Teacher demonstrates the group member roles.</p> <p>19. Teacher explains the rules of the activity.</p> <p>20. Teacher asks the students to tell the result of the group's work.</p> <p>21. Teacher gives point for the success group.</p>	<p><i>Production</i></p> <p>16. Students listen to the teacher and seat in groups according to the map.</p> <p>17. Every group receives worksheets.</p> <p>18. Students pay attention to the teacher's demonstration.</p> <p>19. Students listen to the rules of the activity.</p> <p>20. Students tell the result of the group's work.</p> <p>21. The success group gets the point.</p>

<i>Closing</i>	<i>Closing</i>
1. Teacher summarizes the lesson.	1. Students summarize the lesson.
2. Teacher has a reflection.	2. Students have a reflection.
3. Teacher reviews the next material	3. Students listen to the teacher's review
4. Teacher closes the lesson.	4. Students respond to teacher's leave taking

5. Actions and Observations of Cycle 2

(1) The first meeting of cycle 2

The first meeting of cycle II was planned to be conducted on March 14th, 2013 but it had to be postponed for three weeks because of the academic schedule for National Try Out for the sixth grade (March 14th, 2013), mid-term tests (March 21st, 2013), and a remedial test (March 28th, 2013). Thus, the meeting was conducted on April 4th, 2013.

The language skills in the meeting was listening skills. The topic was about the animals. The teacher used pictures to present the material about the name of some animals and the animal's movements. The pictures were stamped on the whiteboards to make them visible for the students. The pictures were shown below.



Figure 6. **The Silhouette and The Colourful Animal Pictures as the Instructional Media**

The teacher presented new vocabulary by giving some questions relating to the pictures. The teacher asked the students to guess the name of the animal from the silhouette of the pictures. Then, she gave them the correct answer by showing the colorful side of the pictures. She asked the students to listen carefully to the pronunciation. After that, the students repeated what the teacher said and she corrected the students' pronunciation. She taught them the correct way to pronounce the name of some animals such as 'giraffe' and 'kangaroo'. Then, she showed pictures of the animal's movements. The use of pictures in presentation was to gain the students' responses in the language function of giving instruction. Next, the teacher checked students' comprehension.

Afterwards, the students had paper-and-pencil task by listening to the teacher's instruction about the movement. The students were asked to give tick (✓) or cross (X) to the pictures. The students did the task with their partner. After finishing the task, they had peer correction.

The lesson was continued by group activity. The students began to be noisy so that the teacher used the quiet strategy. The teacher explained to the students about the use of group seating map. She explained that the students would be grouped by the teacher and they had to take a seat based on their numbered group table. The students could gather with their groups in the short time. And then she used the quiet strategy again to get the students' attention. She asked any students to be the volunteers. The two students raised their hand and wanted to be her assistants. Next, she explained the game rules and modeled the activities assisted by the two students. The teacher instructed every group

to make body movement according to the certain animals. For example, Group 1 made their own style to show the movement of walking elephant by using a hand to visualize their thrunk.

After 10-minute discussion, the teacher determined the number of each group member from one to five. Every member of group with the same number had to compete each other to show their best style of animal's movement. During the activity, the teacher gave them a name of the animal and then instructed them to listen and do the movement. The teacher gave praises and asked students to give applause to every performer.

a) Meeting II of Cycle 2

The second meeting was conducted in April 8th, 2013 at 07.30 am. The topic of the lesson was family. To engage the students in the lesson, the teacher asked some questions about the students' daily activities with their family. And then, the students were introduced with some vocabularies about family such as father, mother, older and younger brother as well as older and younger sister. Since it was reading class, the students were introduced with the vocabularies through pictures and the words below the pictures. The presentation spent 10 minutes.

In practice phase, the students were asked to do the exercise about the table of the family members based on the given text. And then, they completed the next exercise by writing the names of their family members in the incomplete sentences. They were asked to do it individually but they were allowed to ask

their partner's help. The teacher also walked around to see whether any students needed any help or not.

In production phase, the teacher asked the students to make a group of four or five. The grouping was arranged by the teacher. She also still used the group seating map to guide the students find their group table. The students became noisy so that she applied the quiet signal. The teacher explained that the students had a group task to draw family tree according to the text provided in their sheet. The teacher modeled the activity by reading a text aloud. Then, she asked some volunteers to stamp the pictures of family members on the whiteboard. She also asked a student to decorate the family tree. Afterwards, she explained about the roles of the students. There were some different roles in one group: a role to choose the pictures, a role to arrange the pictures, a role to draw a line, and a role to decorate the sheet. The teacher asked the group to discuss the role of every group member and to write it on the worksheet. After 5-minute discussion, the students were asked to do the task. It was instructed that they had to finished it for 15 minutes. The limited time was aimed at situating the group to always be on-task or did not give a chance for off-task activities.

c) meeting III of Cycle 2

The third meeting was conducted on April 10th, 2013. The topic of the class was about family. It was writing class.

In the first phase, the teacher introduced the topic by giving the students questions about their mom and dad. The teacher also asked the students if they had ever said thank to them for what they had done. Next, the teacher showed a

poster of thank you card. She explained the function of the text. Then, the teacher read the text for them. After that, the students were asked to imitate her. The teacher then asked the students in each column to read the text. Next, she explained the meaning of the vocabulary. To explain the meaning of abstract words such as 'love' and 'care', the teacher used her gestures. Next, the teacher invited the students to participate in question-answer activity about the parts of the text.

The next phase was writing practice. The students were asked to copy some parts of the text into the fill-in-the-blank thank you card. The students did it in pairs. After collecting their works, the teacher asked some volunteers to write their answers on the whiteboard. When some volunteers wrote their answers on the whiteboard, the students began to be noisy. The teacher used the quiet signal to instruct them to be silent. Afterwards, she invited the students to check their friends' work on the whiteboard.

The last phase was creating a thank you card. The students' activity was making thank you card for their own parents. In the activity, they made the card individually but they still gathered with their own group. The groups were situated to be dependent on the tools. Every group just had one pack of colour pencils. Thus, they need to find the group strategy to share. Every student was asked to copy one of four thank you card examples and create the card as beautiful as they could.

The activity spent 15 minutes but there were some students who had not finish their cards yet. The teacher gave them the extra time untill the second break

time. Eventually, she collected their work but in the next day, she gave the cards back to them. They were asked to give the cards to their parents.

6. Reflection of Cycle 2

1. Using more visible instructional media

The media in the implementation and actions were pictures. The pictures in meeting 1 and 2 were used to introduce vocabulary of the topics, such as the animals and the family. Based on the reflection of Cycle 1, the media in Cycle 2 were more visible than in Cycle 1. It was due to the colorful and big pictures.

The class situation showed that the visibility of the pictures contributed to the effectiveness of the media as teaching tools. The students could understand the vocabulary and recall them in group activities through the images.

In addition, the effectiveness of the media was due to the teacher's technique to use it. Instead of showing the pictures directly, the teacher invited students to participate in a class dialog by guessing game. It triggered students' curiosity to engage in the teaching-learning process. The situation of the class when using the media were used is presented in the field note of every meeting below.

R bertanya tentang gambar yang ditempel di papan tulis. Siswa bersahutan menjawab, "rumpuk!" dan "grass!". R kemudian menunjukan gambar yang dibalik sehingga hanya terlihat bayangan hitamnya satu per satu. S diminta menebak gambar binatang apa yang akan ditunjukan oleh R. Semua anak terlihat penasaran dan berlomba-lomba menebak gambar binatang tersebut. Ketika gambar dibalik, S yang benar menebak bersorak bersama teman-temannya, S yang salah menjawab hanya melongo dan berkata "Oo" ketika mengetahui jawabannya. S menebak gambar binatang dalam bahasa Inggris dengan sesekali membuka daftar gambar binatang di LKS mereka.

R asked Ss about the pictures on the whiteboard. Ss shouted, "rumpuk", and "grass" R then showed the reversed pictures so that the students could only see the silhouette of each animal. Ss were asked to guess the name of the animals.

All students were curious. They competed to guess them. When the pictures were reversed again, They could see the colorful side of the animal. Ss who answered it correctly were cheering up. Ss who got the wrong answers were gaping and saying “Ooo”. Ss guessed the name of the animals in English by consulting the animal lists in their workbook.

(Appendix A, Field Note 4)

R memberikan pujian atas keberanian mereka dan kemudian menunjukan gambar figur ayah dan ibu beserta tulisannya. R meminta Ss untuk menirukan R tentang cara mengucapkannya.

R gave them compliment for their bravery and then she showed the pictures of father and mother with the written text under the pictures. R asked Ss to imitate her in pronouncing the words. Then R showed some pictures and asked the Ss to mention them orally.

(Appendix A, Field Note 5)

... . R lalu menunjukan gambar kartu ucapan yang ditempel pada dinding. R mengomentari gambar tersebut. R menjelaskan gambar yang disebut thank you card itu.

R membacakan cara pengucapan dalam ucapan terima kasih tersebut. R kemudian meminta Ss mengulangnya hingga dua kali. R kemudian menjelaskan arti masing-masing kata dengan gerakan tangan dan ekspresi muka.

... . R then showed the poster of thank you card on the whiteboard. R gave their comments about the picture. R explained about what the picture was about.

R read the text aloud for them. R then asked Ss to imitate what she said twice. R then explained the meaning of some important words y using hand gestures and facial expressions.

(Appendix A, Field Note 6)

2. Applying the Quiet Signal

The quiet signal was applied during the actions. As it was used frequently, the students had prescribed it as a classroom routine. They had realized the expected behaviors if the teacher used the signal. The teacher succeeded to asked students to pay attention for the material and her instruction.

3) Using Cooperative Learning

There were three strategies in the implementation of Cooperative Learning: grouping students, giving every student a role in a group, and carrying out the cooperative activities. The reflection of every strategy was explained below.

(a) Grouping

The group members were arranged based on their ability. For example, the high ability students were arranged to be one group to provide the secured environment for student-student interaction. The other example, the average ability students were grouped with the lower ability students to provide the opportunity of peer tutoring and cooperation. The finding is described below.

- | | |
|---|--|
| R | : <i>Tadi apa yang terlihat saat kerja kelompok?</i>
What did you see in the group activities? |
| C | : <i>Mereka pada kerja sama, yah walaupun ada yang banyak omong ada yang diem. Di kelompoknya Kurnia tadi itu si Kurnia sempet ngajarin temennya buat mbaca. Yang lainnya pada merhatiin.</i>
They worked cooperatively even though some of them were talkative and the others were silent. In Kurnia's group, Kurnia once taught her friends how to read the text. They paid attention to her. |
| R | : <i>Oh, jadi kayak peer-tutoring, gitu ya?</i>
Oh, it seemed to be peer-tutoring, right? |

(Appendix B, Interview 11)

A group seating map was also created. It was aimed at making students easy to gather with their group. As the result, the grouping in Cycle 2 spent 2-3 minutes. It spent less time than in Cycle 1 (spending 10 minutes). In the other words, the map was effective to arrange the group. It also could save the teacher's energy to manage the classroom. The situation of the grouping is described below.

... . R meminta Ss berkelompok. R sudah menentukan pembagian kelompok di awal pembelajaran sehingga R hanya menjelaskan pembagian tempat duduk kelompok sesuai dengan yang digambarkan pada denah. Dalam waktu 2 menit Ss sudah bisa mengkondisikan diri dalam kelompok masing-masing.

... .R asked Ss to make a group. R had determined the group before class begun so that R just explained the group tables according to the map. In 2 minutes, Ss could managed themselves.

(Appendix A, Field Note 5)

Nevertheless, there was a student who did not want to join the group in the third meeting. She did not want to join the group because she was reluctant to work with some girls. She admitted that she had her private problems with them. Further information could not be yielded by the researcher because she did not want to share it to her. The situation is shown in the following field note and interview transcript.

Namun seorang S bernama Ag tidak ingin bekerja dalam kelompok dan memutuskan tetap duduk di kursinya. R mengatakan kegiatan kelompok akan membuatnya lebih nyaman. Namun Ag masih belum beranjak.

However, S named Ag did not want to work in groups and decided to sit on her chair. R persuaded her by saying that group work would make her more comfortable to do the task. Nevertheless, Ag did not want to obey it.

(Appendix A , Field note 6)

R : *Tadi kenapa Ag nggak mau belajar kelompokan?*

Why did you refuse to work in groups?

Ag : *Males Miss.*

I did not want to.

R : *Kenapa? Biasanya Ag suka kalau kerja kelompok. Miss Febi seneng lihat Ag ketawa terus di kelompok.*

Why? You usually liked to work in groups. I was happy to see you laugh in your group.

Ag : *Nggak papa.*

It's okay.

R : *Nggak suka mewarnai?*

Do you dislike colouring?

Ag : *Suka.*

I did.

R : *Nggak suka sama teman kelompoknya?*

	Do you dislike your group members?
Ag	: <i>Eem. Mungkin.</i> Eem, maybe.
R	: <i>Siapa yang nggak disenengin?</i> Whom did you dislike?
Ag	: <i>Yang nggak disenengin, banyak. Apalagi yang cewek-cewek.</i> I disliked many friends. Especially the girls.
R	: Ooh. Terus? Oh. Go on.
Ag	: <i>Itu. Penginnnya ngerjain sama Miss Febi aja.</i> I wanted to work with Miss Febi.
R	: <i>(tersenyum). Maunya sama kelompok lain? Bukan yang tadi?</i> (smiled). Did you want work with another group? not the previous one?
A	: <i>Nggak. Sama Miss Febi aja.</i> No. Only with Miss Febi.
(Appendix B, Interview 16)	

(b) Group member roles

The students played different roles in every meeting. In the first meeting, every group member had different number from 1 to 5. Every numbered person was asked to respond to the teacher's instruction. It was aimed at developing individual accountability to comprehend the instruction. In the second meeting, the group members' roles were the manager, the writer, and the illustrators. The division of roles were aimed at giving them opportunity to be responsible to their role and interdependent on each other. In the third meeting, they worked in pairs in the practice phase but they worked individually in the production phase. It means that there was no specific role for every student. It was because they had only a tool which needed sharing in groups. It was aimed at situating them in a group conflict which could encourage them to use more sophisticated social skills.

Based on the reflection on Cycle 1, the teacher improved the instruction to play the games to be clearer. She involved some students to demonstrate the

activities in order to make the class easy understanding the instruction. The situation is described in the following field note.

Kemudian R meminta sukarelawan untuk menjadi model contoh dalam penugasan selanjutnya. Sk dan Ag mengangkat tangan. R kemudian memberikan contoh instruksi dan cara meresponnya seperti yang diperagakan oleh sekar.

Next, R asked some volunteers to be a model for the next activities. Sk and Ag raised her hands. R explained the game briefly and then gave them an instruction and asked them to demonstrate how to respond it.

(Appendix A, Field Note 4)

The students gave comments that the strategy helped them to understand the instruction. They also said that the strategy arose their attention to listen. The silence for listening also benefited the teacher to make her voice audible for groups in the back row.

R : *Waktu Miss Febi njelasin cara mainnya, paham nggak?*
Did you understand my explanation of the game?

Dn : *Paham Miss.*
Yes, I did.

R : *Nggak bingung?*
Did you get confused?

Dn : *Nggak.*
No.

(Appendix B, Interview 14)

R : *Tadi ngerjain tugas kelompoknya bisa?*
Could you do the task in your group?

Rd : *Bisa. Tadi aku yang bagian nggarisin. Yang lainnya ngerjain yang lain. Ya tapi aku tetep mbantuin lho, Miss. Aku Apikan tho?*
I could. My part was to draw lines. The others had their own job but I still helped them. I am a good boy, aren't I?

R : *Iya. Bagus. Rendra pinter. Tadi penjelasan cara mainnya berarti paham ya?*
Yes, You're great. Did you understand the game instruction?

Rd : *Paham. Nggak kayak yang kemarin-kemarin.*
Yes, I did. Not like before.

R : *Yang bikin paham apa?*
What made you understand?

Rd : *Apa ya? Ya pas Miss Febi njelasin pada diem jadi kedengeran.*

Kelompokku lha tadi di belakang, je Miss.

Let me think. Everyone was quiet when you explained it to us so that your voice was audible. Because my group was at the back row.

During the process of choosing the roles, they also used various skills to get the group's agreement. They discussed about the roles they wanted to take. When they found it difficult to get the final agreement, they used lottery or asked the teacher to assist them.

R meminta tiap siswa menentukan orang pertama hingga orang kelima. R meminta orang yang menjadi orang pertama hingga kelima mengangkat tangan. Namun ada satu kelompok yang bersepakat mengundi dulu sebelum menentukan anggotanya. Penentuan peran ini berlangsung hingga 5 menit.

R asked Ss to decide the student number one to four. Then, R asked students number one to five to raise their hands. They could do it fast. However, a group agreed with their members to have a lottery to determine their numbers. That spent five minutes.

(Appendix A, Field Note 4)

Namun ada satu kelompok yang masih bingung dengan pembagian perannya. Permasalahannya adalah seseorang dari merek, yang pintar, ingin menjadi semua peran. Seorang dalam satu kelompok tersebut mengadu pada R, "bu Zd milih gambar tapi juga pengen nempel, Bu. Boleh to Bu?", ungkapnya. R menghampiri kelompok tersebut dan memberikan arahan agar masing-masing mendapat peran.

However, there was a group that were confused with the division of roles. The problem was the one who was a high-achiever, wanted to take all roles. One of the members in his group complained to R, "Ma'am. Zd chose the pictures but he wanted to stamp them as well, Ma'am. Is it allowed?", she said. R came to that group and gave them suggestion about the division of roles.

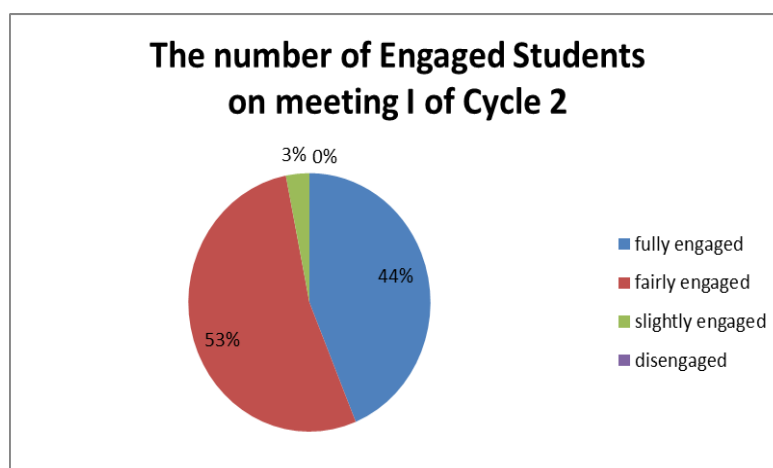
(Appendix A, Field Note 5)

c) Activities

(1) the first meeting

The students had Listen-and-Sign activity and Numbered Head Together Game. In Listen-and-Sign activity, the students' engagement showed an improvement. According to the students' self-evaluation, 53% of 33 students (14

students) admitted that they were fully engaged. 44% of them (17 students) admitted as the fairly engaged students. In addition, 1 student (3% of 33 students) admitted to be slightly engaged. Besides, there was no disengaged student.



The fully engaged students admitted that they could participate and contribute actively in the group work. According to the class situation, the individual performance in Numbered Head Together encouraged them to master the material and respond to the instruction well. The situation is shown in the following field note.

Siswa diminta berpura-pura menjadi seekor binatang dan melakukan gerakan namun bergerak seperti binatang tersebut. 'Duh, deg-degan, Miss,' curhat seorang S. Dengan begitu antusias, S dari tiap kelompok maju ke depan kelas dan memperagakan gerakan yang diinstruksikan R.

The Students were asked to pretend as an animal which moved. "Duh, I was excited.", S shared. Enthusiastically, every representatives came forward and performed the movement to respond to R's instruction.

(Appendix A, Field Note 4)

The researcher also interviewed one of the fully engaged students. She said that she was fully engaged with the game activity because it involved her body movements.

- | | |
|----|---|
| R | : <i>Tadi pas pelajaran Miss Febi, seneng pas bagian apa?</i>
What activity did you like in the class? |
| Sk | : <i>Aku seneng yang itu lho, yang bagian nggayain hewan-hewan.</i>
I liked the activity of moving my body like an animal. |
| R | : <i>Emang tadi Sk apa gerakannya?</i>
What animal your movement belonged to? |
| Sk | : <i>Aku tuh gerakannya kuda.</i>
I moved like a horse. |
| R | : <i>Oh jadi Kuda. Tadi kudanya ngapain?</i>
Oh, you pretended to be a horse. What was horse doing? |
| Sk | : <i>Aku tuh yang lari sama jalan.</i>
I was running and walking. |

(Appendix B, Interview 12)

The fairly engaged students also said that they favored the activity involving their body movement. Nevertheless, they admitted group conflict influenced their emotion in the teaching-learning process.

- | | |
|----|--|
| R | : <i>(tertawa). Oke sekarang Adit giliran cerita deh. Tadi di pelajaran Miss Febi suka yang pas kegiatan yang mana?</i>
(laughed). Ok, it is your turn to talk. What did you like in the English Class? |
| Ad | : <i>Yang binatang-binatang.</i>
The animals. |
| R | : <i>Yang ngapain?</i>
What part? |
| Ad | : <i>Yang binatangnya gerak-gerak.</i>
I moved like an animal. |
| R | : <i>Tadi susah nggak tugas yang nyilang nyentang tadi itu?</i>
Did you find any difficulties to do the task? |
| Sk | : <i>Nggak.</i>
No. |
| Ad | : <i>Susah miss.</i>
Yes, ma'am. |
| R | : <i>Yang bikin susah apa?</i>
What was your problem? |

Ad : *Yang bikin susah, sing kono ra mikir miss.*
 My problem was my members did not contribute in the group.
 (Appendix B, Interview 12)

Based on the information from the previous interviewee, there was a student in his group who did not contribute actively during the activity. His name was An. To get more information, the researcher interviewed him. Based on the interview, he actually engaged in the group learning activity but he decided to be silent during the group discussion. He actively listened to the others. It means that the students showed the engagement not only by being talkative in a group, but also by actively listening.

R : *Andra lebih suka diem ya?*
 Did you prefer to be silent?
 An : *Iya.*
 Yes, I am.
 R : *Siapa yang lebih sering ngomong?*
 Who often talked in the group?
 An : *Ad.*
 R : *Sebel nggak kalau Adit ngomong terus?*
 Did you feel annoyed when Adit talked a lot?
 An : *Nggak. Seneng aja. Kalau ngomong semua nanti yang ndengerin siapa, Miss?*
 No. I enjoyed it. If all of us spoke, no one would listen to the others, ma'am.
 (Appendix B, Interview 13)

(2) meeting II

The cooperative activity in meeting II was Drawing Family Tree Project. Every group drew a family tree based on the reading text on a worksheet. The members of the group had the division of roles. The group finishing the task cooperatively and on-time would get a point from the teacher. The example of a group's work is shown figure 6

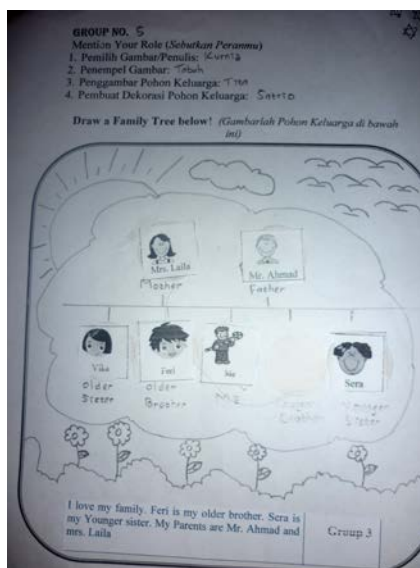
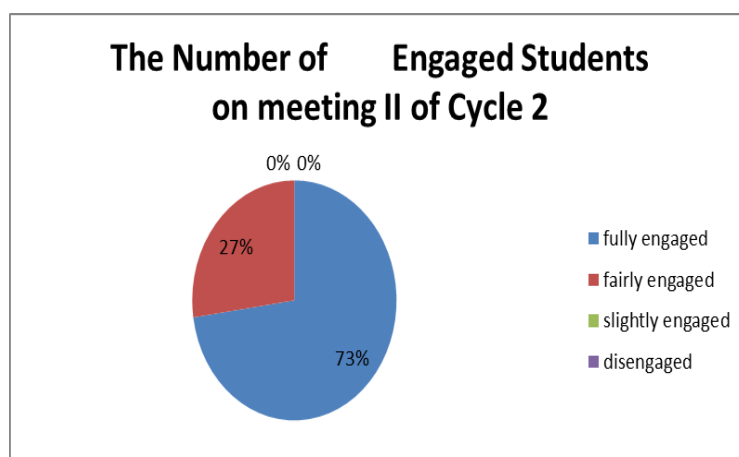


Figure 6. Family Tree Made by a Group Work

In the activity, there was an improvement in the students' engagement. 73% of 33 students (24 students) admitted to be fully engaged. 27% of 33 students (9 students) stated that they were fairly engaged. It was also found that no students who were slightly engaged or disengaged.



The fully engaged students admitted that they were interested in the material. They liked to talk about their family in the English class. Thus, they enjoyed the activities. The statement is shown in the interview transcripts below.

- R : *Dn, sini Miss Febi ajak ngomong bentar. Tadi suka sama pelajarannya?*
Dm, let us talk for a while. Do you like the lesson?
- Dn : *Suka.*
I do.
- R : *Suka yang bagian apa?*
What did you like?
- Dn : *Nulis tentang bapak, ibu, kakakku itu, Miss.*
Writing about my father, mother, and my older brother.
- (Appendix B, Interview 14)

- R : *Rd, sini. Tadi belajar bahasa Inggris sama Miss Febi seneng nggak?*
Rd, come here. Do you like the English class today?
- Rd : *Tadi pelajaran Bahasa Inggris, to Miss?*
Did we have an English Class, Ma'am?
- R : *He? lha emang pelajaran apa?*
He? What did you think?
- Rd : *Nggak kerasa kalau belajar Bahasa Inggris.*
I didn't feel we were learning English.
- R : *Oh ya? Kerasanya tadi ngapain?*
Really? What did you feel?
- Rd : *Main-main.*
Having fun.
- R : *Suka nggak kalau main-main?*
Do you like fun activities?
- Rd : *Suka Miss. Mbok gini terus aja, Miss.*
I do. I suggest you to sustain it, Ma'am.
- (Appendix B, Interview 15)

The students also used interpersonal skills to solve the group conflict.

They applied their skills to be patient, to listen and to be empathy to their friends.

It was described in the following field note.

Dalam kerja kelompok, terlihat beberapa kelompok memulai tugasnya. Beberapa siswa dalam satu grup terlihat menunggu peran yang dilakukan dengan antusias, "sudah belum nggarisnya?" Seorang siswa yang sudah tidak sabar mendekorasi gambar bertanya pada teman satu groupnya. Siswa-siswa dalam satu kelompok lain juga terlihat serius membantu temannya yang sedang memilih gambar. Suara kebisingan menjadi positif karena sebagian besar kelompok berdiskusi tentang tugasnya.

In a group work, some groups started to work. Some students in a group were waiting for their part enthusiastically, "Have you finished to draw lines?" said a student who cannot wait for decorating the worksheet. The students in the other group seemed to seriously help their friends who chose the pictures. The noises

became the positive ones because most of the groups made the noises since they had to discuss the tasks

(Appendix A, Field Note 5)

The fairly engaged students consisted of the ones who were slightly engaged in the previous cycle. They admitted that their engagement was improved because the instruction of the game were clear to be understood. They also were encouraged to be on-task consistently because they had to keep up with the limited time. It encouraged them to complete the task on time. The situation is described in the following field note.

Dalam waktu 10 menit, satu kelompok mengumumkan dirinya telah selesai mengerjakan tugas. Melihat kelompok lain telah selesai mengerjakan, kelompok-kelompok lain mulai membantu teman dengan peran lain yang sedang kesulitan atau terlalu pelan mengerjakan perannya.

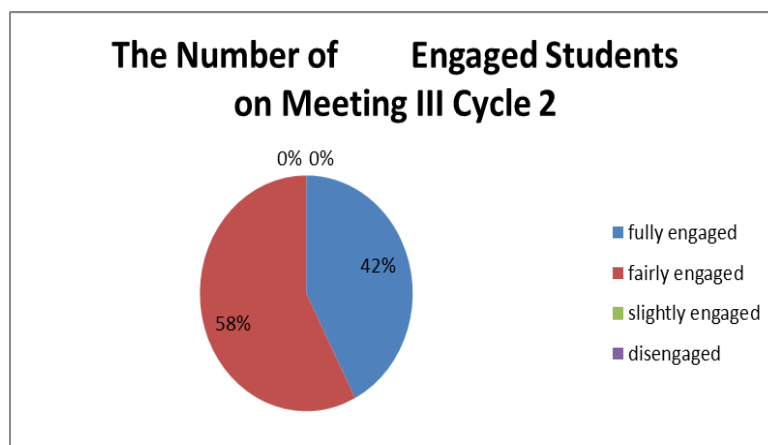
For 10 minutes, a group announced themselves as the earliest group who could complete the task. The other groups were encouraged to work faster by helping their members who found difficulties or were too slow to do the tasks.

(Appendix B, Field Note 5)

(3) meeting III

The cooperative activities in Meeting III was different from those in the previous meetings. The students did the task individually but they gathered in a group table. The group was designed to be dependent on each other because of the tools. Every group has only one pack of colour pencils. Thus, they needed to find a group strategy to share with the members of the group.

In the third meeting, the students' engagement were consistently improved but the number of fully engaged students were decreasing. 42% of 33 students (14 students) were fairly engaged and 58% of them (19 students) were slightly engaged.



The fully engaged students admitted that they liked colouring activity. They also found it easy to make thank you card because they had been guided in the practice step. They were also enthusiastic to make their cards when they knew that their cards would be given to their parents. The information about the feeling of a fully engaged student was yielded from the interview shown in the interview transcript below.

- R : *Rz, tadi seneng pas pelajarannya?*
Rz, did you like the English class today?
- Rz : *Seneng bikin kartunya.*
I liked to create the card.
- R : *Yang ngisi tulisan ke kartu yang belum lengkap itu, gimana?*
What do you think about copying some sentences in the incomplete card?
- Rz : *Gampang.*
It was easy.
- R : *Yang bikin kartu itu, Rz bikin buat siapa?*
Whom did you make the card for?
- Rz : *Buat Papa Mama.*
For my father and mother.

(Appendix B, Interview 18)

The students did the task individually but they had one pack of colour pencils. The situation encouraged them to solve the group conflict, they used their learning skills by observing the other groups' strategies. they could use their

social skills to share with friends. They also used their skills by being patient and sincere to share. It is shown in the following interview transcript. It is shown in the following interview transcript.

- R : *Tadi crayonnya rebutan nggak?*
Did any of your member have a fight to get the color pencils?
- S : *Nggak. Ditungguin kalau ada yang belum selesai.*
No. We waited for the members to finished their coloring untill we could use that color pencil.
- (Appendix B, Interview 18)

As it is shown in the chart before, the number of fully engaged students were decreasing. It was because some students withdrew from the group after their friends laughed at their works. As the result, they decided to postpone their work untill the lesson was almost ended. The situation is described in the interview transcript with the collabolator.

- R : *Tadi menurutmu, gimana proses pembelajarannya?*
What did you think about the teaching-learning process?
- C1 : *Keseluruhan, dibandingkan kemarin, engagement-nya agak berkurang. Soalnya tadi ada siswa yang tidak mau mengerjakan karena diejek temannya tadi. Tapi secara keseluruhan, mereka sudah melakukan instruksi.*
Overall, comparing to the previous meeting, the engagement was decreasing. Some students did not do the task because their friends mocked them. However, most of the students had followed your instructions.
- Appendix B, Interview 20

In summary, the teacher succeded to improve students' engagement by using Cooperative Learning. The improvements of students' engagement is explained as follows.

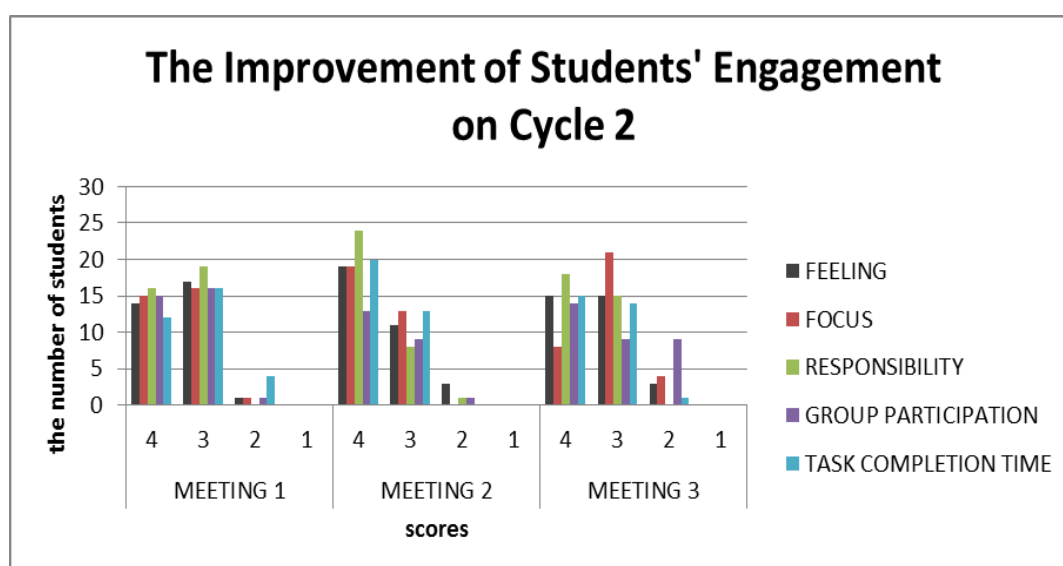
1. The Increase of the number of the Engaged Students

There was the increase of the number of students from being fairly engaged to be fully engaged and from slightly engaged to be fairly engaged. Moreover, the slightly engagement was went to 0% and there was no disengagement since in the first meeting.

The increase of the number of fully engaged students was indicated by feeling, responsibility, focus and task completion time. They enjoyed learning in groups. They were able to use social skills as their strategies to deal with their friends who have different characteristics and abilities. It means that they were familiar to have cooperative activities with different friends.

They accepted their responsibility based on their roles as the member of the group. It was because they could understand the teacher's instruction about the every member's job description. The safe environment to do the tasks also influenced their participation in their group. They liked to have an important role in a group and to get the rewards from the teacher. It encouraged them to master the material with positive feeling.

In addition, the increase of the number of fairly engaged students was indicated by their enthusiasm, their focus and task completion time. The



improvement was due to their enjoyment in the activities which involved body movement and their daily lives (i.e their family). Those improvement is shown in the chart below.

2. The Development of Social Skills

Because of the frequent cooperative activities, the class could adapt to the new class setting of group work. Even though they had group conflicts, they were accustomed to interact with peers out of their playmate. To solve group conflicts, they were able to develop their empathy and care to their friends. They also developed their interpersonal skills, such as being patient and tolerant.

3. The Effectiveness of instruction about the group activities

The clear instruction of the group member roles and the games successfully enabled students to participate in group activities. The teacher only gave the explanation once and the students could take part based on their roles. Since they could understand the instruction, they became being on-task and could finish the task on time.

4. The effectiveness of Group Seating Map

The group seating map was effective to arrange students to gather in group fast. Without yelling out the name of their group, the map made them easy to find their group members in a certain space. They also did not have a dispute with other groups to get a space anymore. Therefore, the teacher could apply less quiet signal and saved her energy to manage the class.

C. Research Findings

Based on some successful actions in Cycle 2, the researcher and the collabolators concluded that the action research had answered the research question. Table 13 shows the general findings of cycle 1 and cycle 2.

Table 13. The Changes during Cycle 1 and Cycle 2

No	Field Problems	Cycle 1	Cycle 2
1	Students' gestures showed boredom and did not show enthusiasm in the teaching-learning process	The media could change the students to be enthusiastic in the presentation.	The media and the cooperative activities could change the students to be interested and enthusiastic in the presentation, practice and production.
2	Most of the students did not focus on the teacher's explanation and the tasks.	The cooperative activities and the quiet signal could improve the a half of all students' focus on the teacher's explanation and the tasks.	The cooperative activities and the quiet signal could improve most of the students' focus on the teacher's explanation and the tasks
3	Some students did not finish the individual task.	-The media could help them understand the material practiced in group activities -Group member roles can encourage the students to do their part with responsibility - Cooperative groups can make the students on-time to finish the tasks.	-The media could help them understand the teacher's instruction and the material practiced in group activities -The demonstration technique and group member roles could improve their group participation with their full responsibility. -Most of the groups could finish the tasks before the due time.
4	Some students had off-task activities with their friends	-In cooperative groups, some students chatted with their friends. Some	-In cooperative groups, most of the students could be on-

	during the teaching-learning process.	students also did not use the media appropriately. - In random grouping, the low ability students were still passive. -The quiet signal which was applied frequently could minimize the students' disturbing noises.	task. -In mixed and similar ability, all students could participate actively -The quiet signal was less to be applied because the students made less disturbing noises.
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D. Discussion

The focus question addressed in this study was about “How can Cooperative Learning be applied to improve the students’ engagement in the large class to effectively for the fourth grade of SD N Adisucipto II in the academic year of 2012/2013.” The analysis of the data revealed that the students’ engagement was improved by using strategies as follows:

1. Grouping

Children could interact and participate when, in the first step, they were given pair assignment and, in the second step, given group assignment. It is line with what Maxim (2006: 175) said that the initial groups should be pairs. It was aimed at promoting relationship and ensuring participation. Then, they could work in group. In group work, children practiced to do the task by yielding different perspectives and employing more sophisticated social skills.

The group compositions based on students’ ability in cooperative activities benefited students who had different academic development. It gave them a chance to participate in a group work by peer tutoring. It was in line with the literature that

Cooperative learning could develop an understanding of the need to help and support each other's learning (Gillies, 1998: 90).

Importantly, heterogeneous group was effective to fulfill the students' needs when the teacher arranged the groups. The finding supported Kruse (2011:5) about the role of teachers in grouping students. To make it effective, supporting media of group seating map was important. By using the media, it was easy for the students to gather with their group members. It also could give the border among group tables.

However, the findings conflicted with Dallimore's assumption (2006 in Meyer (2009, 4) that participation was oral. As a contrary, the findings supported Meyer (2007, in Meyer 2009:4) who said that some students actively participated in the classroom not only through oral engagement, but also other means even though they remained silent. In the study, the silent forms of cognitive engagement involved paying attention, taking roles during class and thinking about the material presented in the class. Their posture showed their attention and concentration by sitting up straight, bowing and watching to the speakers.

2. Group member roles

A review of the research literature indicated that group member roles provided students with opportunities to speak and express their ideas as well as to promote positive interdependence that could do much to facilitate learning (Johnson & Johnson, 2001 in Nuntrakune and Nason, 2009:2). Johnson and Johnson (1989: 17) also said that individual accountability encouraged students to do their best for achieving the group's goal since every member's individual contributions,

learning, and performance would affect the grades. The findings from this study were consistent with the theory as mentioned before. The fourth grade students were able to speak and participate in the teaching learning process because everyone had a role. Since they were in groups, they felt secured to contribute knowledge and to interact with others. They made efforts to master the material and to succeed in achieving a group's goals.

The division of roles created the position and the responsibility of each student within the Cooperative Learning groups and promoted positive interdependence amongs the group members in the classroom. However, the teacher needed to make sure that the instruction about the group member roles was clear. The importance of the clear instruction in group activities was stated by Kruise (2011:7). He said that students who followed roles could contribute more in the teaching-learning process. For children, the instruction should be by demonstration. It was consistent with the research literature that the teacher needed to tell the class what to do to complete the assignment and how to do it (Johson, Johson and Holubec, 2009:2).

3. Cooperative Activities

Children favored the activities which involved body movement. The finding supported Brewster's statement (2003:27) that the activities which were suitable for children at the ages are those which involved their physical energy. The tasks that were related to their own life were also enthusiastic for them because, as Brown (2001:90) stated, the tasks and activities in the classroom which were based on students' perspectives can improve students' attention. As a

result, those activities could increase the number of engaged students. It was in line with Taylor and Parsons (2011:11) who said that fun and interesting activities helped teachers to engage students and reduce behavioural problems in classrooms.

In addition, Cooperative learning helped them to complete the tasks on time. In the cooperative activities, the students worked with their group members. Every member had their own role to complete the task cooperatively. He or she was encouraged to finish his or her part as soon as possible because if a member could not finish it soon, the other members could not finish their part as well. In addition, the limited time available also encouraged the group members to support and to help each other in order to finish the task. It was in line with the advantages of positive interdependence in Cooperative Learning (Johson and Johson, 1989:17). Positive interdependence was helpful for them to coordinate their efforts with the efforts of their group mates to complete a task.

By using cooperative activities, the off-task students turned to be on-task. The activities which challenged the students to work on them in the limited time evoked them to give their most attention to their tasks. It was in line with the literature that students would be engaged if they were attracted to their work, could take challenges and obstacles, and enjoy them (Ganeshini, 2011:11).

Cooperative Learning also changed students' feeling in a class as individual to be as a part of a group. They shared their worry and anxiety by asking for and giving help and then eventually they shared satisfaction with each other by chant celebration. They used their social skills to be respectful, tolerant

and patient. They also used their skills to speak and to listen. It means that frequent interactive activities with different peers changed their feeling to be comfortable to talk with their classmates. It supported Slavin's statement (1995) that Cooperative Learning could encourage students to employ social skills to be cooperative in order to achieve the group's goals

However, cooperative activities resulted to group conflicts. The conflicts occurred because of the disputes about the division of roles. As the consequences, some students withdrew from a threatening situation by having their own activities or joining another group. Based on the finding, it was important that the teacher played her role to respect their choice to solve the problems (by avoiding) or guided them to give group solution.

4. Using Various media

In this study, the colorful media were used. The media were a clock, pictures and puppets. The media were to present the material for students before group activities. The various media could engage them in presentation so that they could remember the material and recall it.

It was important to consider the size of the media. For whole-class presentation, the size of the media needed to be visible for all students. For group work, the appropriate size of the media is medium or small. Hill (1990:5, in Joklova, 2009: 17) also said that teachers needed to take into account the sizes of the instructional media based on the task types: (1) large media (20x30 cm) for whole-class work, (2) medium (10x15 cm) for group-work, and (3) small (5x5 cm) for games and other group-work activities.

5. A Quiet Signal

A Quiet Signal is a gesture that tells students when the time to stop their activities and then to pay attention for the teacher (Hayer, 2007). In the study, quiet signal was effective to get students' attention quickly and easily since in the first meeting of Cycle 1. It was important to explain the quiet signal and ask them to practice it since in the first meeting so that the students understood the teacher's expectation for them to be quiet.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

The action research was carried out for the fourth grade students of SD N Adisucipto II in February-April 2013. The aim of this study was improving the students' engagement in the large class by implementing Cooperative Learning. The actions consisted of the implementation of Cooperative Learning activities, using various media, and applying a quiet signal. The improvement of students' engagement was indicated by students' mood, focus, responsibility, group participation, as well as the task completion time. After implementing the two cycles, the researcher found the changes of students' engagement in the large class.

First, Cooperative Learning improved the students' mood. In the preeliminary observation, they easily got bored in the teaching-learning process. Moreover, some students put their head on the desk. After the researcher conducted the actions, their gestures tended to sit straight or even to bow. They admitted that they liked the various instructional media and the hands-on activities. They also enjoyed to work with others since they still had opportunities to learn while talking to their friends. They helped each other and celebrated the group achievement. It means that Cooperative Learning improved their social-psychological engagement.

Second, Cooperative Learning complemented by a quiet signal maintained the students' focus. There was an increasing number of students who focused on

the lesson. The quiet signal attracted their attention to listen to teacher's instructions. In cooperative activities, they also made efforts to do the tasks by showing the facial expressions signaling they were thinking. They also listened and commented to the speakers in group activities. The improvement of students' duration to focus on the tasks in the teaching-learning process indicated that Cooperative learning could improve their academic-cognitive engagement.

Third, Cooperative learning improved their responsibility. Before the actions were implemented, the students often did not complete the tasks and homeworks. After the implementation of the actions, they changed to be responsible to do the tasks. Since every student had different role in a group, he/she concerned with his/her works. They were able to complete their part because they had realized that their contribution could effect to the group's achievement. Moreover, In *Numbered Head Together*, most of them prepared themselves by comprehending the materials because every member had an opportunity for individual performance.

Fourth, Cooperative Learning improved the students' participation. Previously, most of them did not listen to teacher's instruction and did not get involved in question and answer session. After asking students to learn in pairs and then in groups, the researcher could effectively encourage them to participate in the teaching-learning process. Gradually, they could interact with other group members by asking for a help, giving help, and joining group discussion. When the teacher arranged the group consisting of average and lower ability students, the students used peer tutoring in the activities. When the teacher arranged the group

consisting of only the higher ability students, they were being on-task and did not make disturbing noises. The improvement of students' responsibility and participation in the teaching-learning process indicated that group composition in Cooperative learning improved their behavioural engagement.

Fourth, Cooperative Learning improved the task completion time. Before the implementation of the actions, the students were unmotivated to learn because the activities were monotonous and the tasks were not challenging. As a result, they were easily be off-task so that it inhibited them to finish the task in the determined allocation time. When the time was almost over, they decided to complete the task by cheating or copying other friends' work. After carrying out the actions, the students could complete the task on-time. They were challenged to assign group projects and various games. Moreover, they could share their understanding and idea in groups. Thus, they could complete the tasks faster than before.

In the study, the researcher also had learned about the key to successful implementation of Cooperative Learning to teach English for children. She learned that the successfulness is not merely about the good preparation, materials and activities, but also about the relationship between the teacher and the students. If the teacher succeeds to establish good relationships with the students in the cooperative class, the students will be engaged in the teaching-learning process.

B. Implications

Based on the research processes and findings in the study, three points of implication can be proposed.

The first point is the importance of student-teacher and student-student interaction to answer the challenge of individual attention in the large class. Cooperative activities could encourage the students to support each other by using peer tutoring. The activities also could give them opportunity to express their ideas and comments and to listen to the speakers in the group discussions. In the other word, Cooperative Learning can facilitate student-teacher and student-student interaction.

The second point is the importance of fun cooperative activities to deal with classroom management in the large class. The students were enthusiastic and happy to get involved in hand-on and cooperative activities. As a result, the non-participation behaviours were reducing. It means that Cooperative Learning can be the strategy to manage the classroom.

The third point is the importance of teacher's appropriate decision to group students based on their ability. For example, the average ability students could contribute actively by working with lower ability students. In addition, the higher ability students could engage in the group activities by working with the similar ability students. Therefore, the understanding of the learners' ability before grouping them could prevent any students to withdraw in class participation. It means that the teacher has an important role to determine the composition of

group in cooperative activities. The appropriate group composition in cooperative group can effectively improve students' participation.

C. Suggestions

1. For The English Teacher

It is suggested that the English teachers use Cooperative Learning in the large class. It can help teacher to give attentions for 34 students because Cooperative Learning can facilitate student-teacher and student-student interaction. The teacher also should give the students activities which involve their body movements and cooperations. The activities benefit the teacher to manage the classroom effectively. To make cooperative group effective, the teacher should determine the group composition based on the students' characteristics.

2. For the School Principal

It is suggested that the school principal gives financial supports or facilities so that the teacher could provide various media and activities to improve students' motivation in learning English. It is also suggested that the principal gives the appreciation for the teachers who work hard in a large class. The appreciation can motivate the teachers to always apply innovative and effective strategies in the type of class.

3. For Other Researchers

It is necessary to follow-up this study by carrying out more actions in a large class. Other researchers could have the actions to develop social or language

skills by using Cooperative Learning in the large class. It is also necessary to have a study about the effectiveness of Cooperative Learning as the appropriate teaching strategy in a large class.

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APPENDIX A. FIELD NOTES

R : Researcher
ET : English Teacher
C : Collaborator
S : A student
Ss : Students

Field note 1

Tanggal : 28 Februari 2013
Waktu : 10.15-11.45

R sampai di SD N Adisucipto II pada pukul 10.10 sambil menunggu ET yang sedang mengajar di kelas III. Saat bel berbunyi pukul 10.15, R dan ET menunggu di luar kelas karena mata pelajaran sebelumnya belum selesai. Pukul 10.22 R dan ET memasuki kelas bersama kolabolator. Siswa bersorak gembira karena ada guru lain yang mengajar. Beberapa anak mendekati R dan bertanya, "Namanya siapa, Miss? Aku lupa." Beberapa anak mendekati sambil mengingat nama R, "Miss, Miss Febi!". Beberapa anak juga merespon sambil menyapa R.

ET member salam. Ss menjawab dengan nada yang lirih. ET mengulangi salam dan Ss menjawab serentak. ET memberitahu bahwa pelajaran bahasa Inggris akan diampu oleh R. ET mengingatkan Ss untuk bersikap baik selama kelas bahasa Inggris. ET tiba-tiba diminta keluar kelas seorang guru karena ET diminta mengisi kekosongan jam di kelas 6 dengan mengajar bahasa Inggris. ET meminta kesediaan R untuk keluar kelas sebentar. Dokumentasi dan observasi kelas kemudian dilakukan sepenuhnya oleh C. R memberi salam kepada S, "*Good morning, Class?*". Dengan posisi duduk rapi, siswa menjawab, "Good Morning Miss Febi." R menyapa kembali, "*How are you today?*". Ss menjawab dengan lirih. Beberapa anak bingung untuk menjawab. R mengajarkan cara menjawab kemudian R meminta Ss mengikuti ungkapan yang sebelumnya diperdengarkan. ET memberikan pujian, "*very good.*".

R memberikan beberapa peraturan sebelum kelas dimulai. R menjelaskan bahwa R tidak akan memberikan hukuman bila ada yang membuat masalah di kelas, tapi R akan memberikan pujian dan penghargaan kepada Ss yang bersikap baik. S ditanya tentang pilihan perlakuan R yang mereka inginkan. R juga menerangkan penerapan *quiet strategy* dengan meminta siswa ikut mengangkat tangan ke atas hingga R menghitung sampai detik kelima. R meminta Ss mendemonstrasikan gerakan ini sesuai instruksi R. Beberapa S mulai terlihat menjahili temannya ketika mengangkat tangan.

R kemudian menunjukan jam dinding berwarna-warni. Ss terdiam sambil semua mata terpaku pada jam dinding. S yang sebelumnya menjahili temannya pun berhenti melakukan aksinya. R bertanya, "*What is it?*". Serentak Ss menjawab. "Jam!". Beberapa Ss di depan berteriak, "*a watch!*" Ss di barisan sebelah kanan bersahutan menjawab, "*a clock!*" R memberikan pujian karena Ss berani menebak dan menjawab dengan benar. R kemudian bertanya, "What time

do you come into the class? Jam berapa kalian masuk kelas?”. Beberapa Ss menjawab, “jam 7”. S di sebelah kanan menjawab, “*Seven o’clock*.”. R memberikan pujian pada S yang bisa menjawab dengan bahasa Inggris. R kemudian bertanya kembali waktu pulang sekolah dan jam istirahat. Ss terdiam ketika ditanya tentang jam istirahat dan pulang sekolah. Ada beberapa Ss menjawab dengan bahasa Jawa. R kemudian menjelaskan tentang ‘*a quarter past*’ dan ‘*a quarter to*’ sambil menggunakan jam dinding tersebut. Untuk mengingat pengungkapan, guru menyanyikan lagu ‘*Circle Clock Song*’. Guru memperdengarkan lagu dua kali. Beberapa Ss mendengarkan lagu sambil menggerak-gerakkan bibirnya. Sebagian besar Ss terdiam sambil fokus mendengarkan guru dengan gerakan mencondongkan tubuh ke depan atau mengikuti gerakan guru. Beberapa Ss di meja depan di sebelah kiri R memberikan musik sahutan ketika R menyanyikan lagu. R memperingatkan Ss tersebut untuk diam terlebih dahulu dengan menunjukan telunjuk di depan bibir. R meminta Ss bernyanyi bersama-sama. Ss masih menyanyikannya dengan suara lirih. Bel jam istirahat berbunyi. Ss meninggalkan kelas.

6) Saat Bel masuk berbunyi, lima Ss masuk ke dalam kelas sambil membawa makanan. dua Ss bermain dengan alat tulisnya. Untuk mendapatkan atensi Ss, guru mengacungkan tangan ke udara sambil berhitung sampai angka lima. Selama 7 detik, semua Ss ikut mengacungkan diri. Namun, seorang S laki-laki yang duduk di baris belakang hanya melihat temannya yang sedang mengacungkan tangan. Dua Ss yang duduk di belakang di sebelah kiri justru masih asyik bermain dengan temannya. Dua orang Ss laki-laki yang duduk di paling depan juga masih bercengkerama dengan temannya. R meminta Ss menurunkan tangannya. R bertanya pada kelas perihal Ss siapa saja yang tidak mengacungkan tangan. Ss yang merasa dipanggil mengacungkan tangannya.

R mengulang kembali pelajaran lima belas menit lalu. R meminta Ss menebak cara membaca jam sesuai dengan jarum jam yang diatur secara acak oleh R. Ada Ss yang bermain dengan tip-ex dan membuat isinya bocor di punggung tangannya. Beberapa temannya membantunya membersihkan tinta tipex. Teman lain terbelah konsentrasinya dan ikut melihat. R mencoba mengembalikan fokus siswa. Namun karena tidak berhasil akhirnya menemui Ss tersebut dan memintanya mencuci tangan didampingi temannya.

R kemudian menunjukan cara bermain *Body Clock Game*. R meminta siswa mendengarkan perintah R. Sebelum pada tahap latihan, R memberikan demonstrasi. R kemudian meminta Ss untuk berdiri. Ss yang bisa merespon pengucapan jam yang diperndengarkan R mendapatkan high-five dari R. S yang tadi diberi peringatan melakukan kegaduhan dengan menari-nari. S tersebut juga meminta teman sebangkunya untuk mengikutinya. Ss di belakang bermain dengan sapu yang tergeletak di bawah meja. S yang duduk di barisan sebelahnya melaporkan mereka pada R, “Bu, pada mainan sapu tuh Bu di bawah.” R kemudian menjampiri dan mengambil sapu itu keluar dari meja. R kemudian melanjutkan “*Body Clock Game*”. Ss berebutan untuk mendapatkan atensi guru sambil meneriakkan nama R berkali-kali. Secara bergiliran, R memberikan *high-five* pada siswa yang merespon dengan gerakan tangan yang benar. Saat menemukan S menjawab dengan salah, R mengajak Ss untuk meminta teman

sebelahnya menunjukkan jawaban dengan benar. Di pertanyaan selanjutnya, dengan tepukan punggung dan pandangan mata, beberapa Ss yang duduk bersebelahan mengoreksi gerakan teman sebelahnya.

R meminta S melakukan *Body Clock Game* secara berkelompok. Setiap kelompok terdiri dari 5-6 orang. Beberapa kelompok dipanggil berdiri secara bergiliran. Setiap ronde, 4-5 kelompok berdiri dan lainnya bertugas sebagai pengkoreksi kelompok lain. Terlihat tidak ada keluhan dari siswa untuk berkelompok terkecuali dua orang S perempuan yang mengeluh karena beberapa teman laki-lakinya justru mengganggu mereka. R memberikan instruksi tentang jam dan Ss memberikan respon dengan membentuk tangan sebagai jarum jam dengan arah sesuai dengan yang diperdengarkan oleh guru. Kelompok yang berhasil menjawab dengan benar secara kompak dipersilahkan duduk. Kelompok yang tidak berhasil tidak diperbolehkan duduk. S yang duduk di depan sebelah kiri R tidak mengindahkan dan asyik bermain dan mengajak teman sebelahnya. Saat R menghampiri, teman sebelah S tersebut meminta S memperhatikan jawaban yang dia bentuk dari tangannya sambil melihat gerakan teman lainnya. Ss melakukan gerakan dengan sigap dan antusias. Beberapa siswa melirik gerakan tangan temannya sebelum bergerak saat guru memberikan instruksi. Kelompok yang berhasil memberikan *high-five* pada teman sekelompoknya sambil melompat-lompat. Di kelompok yang tidak berhasil, Ss terdiam melihat teman-teman lainnya, beberapa menyemangati teman sekelompoknya sambil mengatakan, "Ayo! ayo!"

S yang sedari tadi tidak mengikuti kegiatan kelas berteriak namun kemudian mendekati R bahwa sekarang jam pelajaran sudah berganti. Awalnya R tidak mengindahkan karena Ss lain masih ingin melanjutkan. Saat permainan dilakukan untuk keempat kali, guru Matematika mendatangi R dan mengatakan bahwa sekarang sudah waktunya pelajaran Matematika. Karena waktu terlewat 10 menit, R langsung menanyakan tentang perasaan Ss setelah mengikuti pelajaran hari ini, meminta maaf kepada guru matematika, dan kemudian meninggalkan kelas.

Field note 2

Tanggal : 1 Maret 2012
Waktu : 10.15-11.45

Pukul 10.15, R belum bisa memulai pelajaran karena Ss masih belum selesai mengerjakan tugas mata pelajaran IPA. Pukul 10.30, guru IPA meminta siswa mengumpulkan tugasnya dan memberikan beberapa pengumuman kepada siswa. Pukul 10.35 R mulaimasuk kelas bersama ET dan C. R menyapa siswa dan menanyakan keadaan Ss. Ss menjawab dengan pengucapan [a:em fen] ketika menjawab kabar. R mengkoreksi pengucapan Ss. R meminta Ss mengulangi jawaban dan kemudian R menanyakan kabar kembali dengan pengucapan yang lebih baik. Guru mengecek kehadiran siswa. Karena banyak waktu terbuang, R menanyakan kesepakatan siswa untuk menunda jam istirahat sekolah. Sebagian besar mengatakan setuju, dan beberapa Ss, terutama yang biasanya tidak mengikuti kegiatan selama pembelajaran, mengatakan tidak setuju. Setelah mendapatkan kesepakatan mayoritas Ss, R kemudian memulai pelajaran dengan memberikan beberapa pertanyaan tentang kegiatan pertemuan lalu tentang pembacaan jam. R kemudian menjelaskan tentang topik pelajaran yang berkaitan dengan kegiatan sehari-hari. Siswa menjawab pertanyaan guru. R menyampaikan topik dan tujuan pembelajaran.

R menunjukan jam kembali dan mengulang pelajaran tentang pembacaan jam. Kemudian, guru memperkenalkan kosakata tentang aktivitas sehari-hari dengan menggunakan media gambar. Karena gambar terlalu kecil, beberapa Ss di bagian belakang harus berdiri untuk melihat lebih jelas. Ss tertawa ketika melihat gambar *Studying kid* yang lucu. R merespon ekspresi canda S, "Siapa yang suka ngiler kalau lagi belajar?", beberapa anak saling menunjuk teman-temannya sambil tertawa. Selanjutnya R mengeluarkan wayang sebagai media presentasi percakapan. Sebagian besar Ss terkejut dan menunjukan muka riang ketika wayang itu dikenal. "Itu Boboboi!", beberapa anak bersahutan. "Ada Gopal, nggak Miss?", seorang S menimpali. "Gopal sedang giliran lawan monster," jawab R. S yang biasanya tidak antusias mengikuti pelajaran ikut merasa riang. Dia berdiri agar bisa melihat Boboboi lebih dekat. "Siapa yang suka Boboboi?", R bertanya. Serempak seluruh anak menjawab. R kemudian mendemonstrasikan percakapan tentang ekspresi meminta informasi tentang jam dengan menggunakan Boboboi. Siswa diam sambil menyimak. Tiba-tiba guru meninggalkan kelas karena ada keperluan penting. Ss sontak mengubah posisi duduknya. Beberapa Ss menghadap ke belakang dan dua orang lain mulai menggebrak meja. Namun, sebagian besar Ss masih menaruh atensi pada wayang. R menarik kembali perhatian S dengan mengeluarkan wayang tokoh kartun lain. Beberapa Ss perempuan melihat sambil sumringah. R mendatangi, "Kenapa, sayang?" S perempuan itu menjawab, "Suka Lala," ungkapnya malu-malu. R kemudian mengenalkan penggunaan ekspresi tentang menanyakan dan memberikan informasi tentang jam pada siswa.

R menunjuk Ss untuk berdialog dengan tokoh kartun wayang. Beberapa anak masih malu untuk bersuara lebih keras. Selain itu, beberapa Ss membuat

kebisingan bersama temannya sambil bermain. Beberapa mulai melihat ke arah luar kelas diikuti teman-teman lainnya.

R kemudian memberikan lembar kerja tentang kegiatan sehari-hari mereka. Siswa diminta untuk melakukan aktivitas *Think-Pair-Share*. Siswa diminta menggambar arah jaruh jam berdasarkan waktu kegiatan mereka. Kemudian, setiap siswa diminta bertanya dengan pasangan sebangkunya tentang kegiatan sehari-hari masing-masing. Separuh siswa dapat mengerjakan dengan baik. Karena mereka sudah selesai terlebih dahulu, pun mereka masih mempraktikkannya dengan menggunakan lagu yang tadi mereka praktikkan saat fase presentasi. Beberapa Ss tidak mengerjakan tugas sehingga R mendatangi dan memberikan contoh tentang berlatih dialog. Beberapa pasangan lain bertanya satu sama lain namun untuk dua-tiga pertanyaan. Pertanyaan selanjutnya, mereka dapatkan dengan melihat lembarkerja satu sama lain.

R kemudian meminta siswa untuk berkelompok. R memberikan nomor undian secara random. R meminta siswa untuk berkumpul dengan temannya yang memiliki nomor yang sama. R meminta siswa berkelompok sesuai dengan nomornya. R memandu siswa untuk berposisi sesuai dengan kelompoknya. Selama proses pengelompokan, Ss yang sudah bergabung dalam kelompoknya membuat kegaduhan hingga bermain di koridor kelas. Karena R harus membuat suaranya didengarkan oleh semua Ss, proses pengelompokan ini berlangsung selama 10 menit. Ketika telah menjadi kelompok, S yang biasa membuat kegaduhan menggoda teman perempuannya yang menjadi teman satu kelompok. Si S perempuan tersebut menangis dan kebetulan ET datang untuk membantu meredakan tangis S perempuan tersebut. Kelompok lain merasa kikuk untuk bergabung karena ada dua laki-laki dan perempuan. Ss laki-laki tidak mau duduk satu meja dengan teman kelompoknya yang perempuan sampai ada lembar tugas yang dibagi R dan membuat mereka harus duduk satu meja.

Keadaan menjadi ramai. R mengaplikasikan *the quiet strategy* untuk mendapatkan atensi siswa. R meminta siswa melakukan *Three-Step Interview*. R meminta tiap kelompok menentukan siswa yang berperan sebagai *the checker* dan lainnya menjadi pewawancara dan yang diwawancarai secara bergantian. Penentuan dilakukan secara cepat dengan pemosisian tiap anggota kelompok yang langsung diketahui bersama. R kemudian memberikan lembar tugas berdasar pada nomor mereka. R memberikan penjelasan tentang pengerjaan tugas dan siswa mendengarkan. Namun, beberapa S dalam kelompok lainnya tidak mendengarkan instruksi sehingga memanggil-manggil R untuk meminta dijelaskan tentang instruksi tugas. S mengerjakan tugas dalam aktivitas Team Interview. Sebagian besar bisa menunjukkan kemampuan dalam berdialog. Dua kelompok masih membutuhkan R dengan menanyakan tentang cara bertanya dan/atau memberikan jawaban. Siswa mengerjakan tugas kemudian dikumpulkan.

R menutup pelajaran dengan pengulangan materi yang diajarkan lalu memberikan waktu istirahat kepada siswa sebelum memulai pelajaran selanjutnya.

Field note 3

Tanggal : 7 Maret 2013

Waktu : 10.15-11.45

R masuk kelas bersama ET dan C tepat pukul 10.15. ET memberikan pengarahan pada S agar tidak membuat kegaduhan dan meminta kesediaan S untuk memundurkan waktu istirahat. Kemudian menyapa siswa dan menanyakan keadaan siswa. Siswa menjawab pertanyaan guru. Guru mengecek kehadiran siswa. Guru memulai pelajaran dengan memberikan beberapa pertanyaan tentang topik pelajaran yang berkaitan dengan jam dan kegiatan sehari-hari. Siswa menjawab pertanyaan guru. Guru menyampaikan topik dan tujuan pembelajaran.

R meminta siswa menjadi satu meja dengan kelompoknya. Saat berkumpul dengan kelompoknya, empat kelompok dapat mengatur meja dan berbagi ruang dengan kelompok lainnya. Satu kelompok di depan menarik-narik meja dengan teman satu kelompoknya sendiri untuk menentukan posisi meja kelompok. Kelompok lainnya tidak mendapat meja karena ruang yang tersedia terlalu sempit. R membantu dengan meminta kelompok lain pindah ke meja dengan ruang kelompok yang lebih luas sehingga bisa berbagi dengan kelompok lain.

R meminta setiap kelompok membuat yel-yel. R mencontohkan cara membuat yel-yel. Di saat yang bersamaan, R meminta setiap perwakilan kelompok untuk diterangkan tentang cara permainan. R melakukan teknik penjelasan ini dengan tujuan kejelasan suara dan instruksi di kelas yang ramai dalam kelompok ini. Beberapa perwakilan S meminta R mengulangi penjelasan instruksi. Selama pengarahan di kelompok kecil ini, beberapa kelompok sudah selesai membuat yel-yel. Kemudian setiap perwakilan kelas diminta menjelaskan pada temannya tentang aturan dan cara mengerjakan tugas permainan. Dua kelompok dapat mengerjakan tugas dengan baik. Beberapa kelompok masih ada yang belum mendapatkan kejelasan cara permainan. “Kita ngapain sih, Miss? Itu lo Helmi malah ngerjain sendiri,” keluh satu kelompok. Kelompok lain bertanya, “Miss, kalau dibaca berdua aja gimana? Yang cowok nggak usah,” pinta satu kelompok yang terdiri dari perempuan dan laki-laki. Dalam kelompok tersebut, anggota kelompok laki-laki hanya bisa diam dan tidak bisa mengerjakan apa-apa karena tidak dijelaskan aturan mainnya oleh teman perempuannya. Satu kelompok lainnya tidak bisa menyelesaikan permainan, karena salah satu anggota kelompoknya, menggunakan media permainan (tali) untuk bermain bersama teman lain dalam satu kelompok tersebut. “Miss, aku mau nggarap tapi Rafi malah mainan tu, lo, Miss”, ungkap S bernama Adit. R mengitari setiap kelompok untuk mengetahui permasalahan tiap-tiap kelompok. Dua puluh menit berlalu, satu kelompok melapor telah melaksanakan tugas. R memberikan pujian.

R mengumumkan kelompok tersebut sebagai kelompok pertama yang dapat menyelesaikan tugas dengan benar dan cepat. Kelompok-kelompok lain merasa termotivasi untuk segera mengerjakan tugasnya. Kelompok yang masih belum mendapatkan pemahaman namun ingin segera mengerjakan tugas, memanggil R untuk membantu kelompoknya mengerjakan. Kelompok yang sudah selesai mengerjakan tugas membantu kelompok lainnya menjelaskan peraturan permainan.

Selesai mengerjakan tersebut membantu R meminta setiap dua orang dari masing-masing kelompok untuk mempraktekan membaca nyaring. Setelah itu, R memberikan koreksi contoh pengucapan yang benar dan memintasiswa menirukannya.

R memberikan lembar tugas yang sama bagi tiap kelompok. Setiap kelompok ditugaskan untuk berdiskusi tentang cara membaca nyaring pada kalimat-kalimat tersebut. Setelah R mendapatkan atensi siswa dengan menggunakan *the quiet strategy*, R menjelaskan tentang tugas dan tanggung jawab kelompok pada tugas yang diberikan, yaitu menentukan tiap anggota kelompok dapat membacanya dengan pengucapan dan penekanan yang benar. R juga menjelaskan bahwa R tidak akan memberikan jawaban atau bantuan terlebih dahulu kepada tiap kelompok. Ss mengerjakan tugas dengan tekun hingga membungkukan punggung mereka ke meja. Beberapa Ss justru bermain dengan teman-temannya.

R mengabsen S tentang perannya sebagai orang pertama hingga orang kelima. R meminta orang dengan nomor yang sama di semua kelompok umembaca nyaring di depan kelas. Pembacaan dilakukan secara bergiliran. Setelah diperdengarkan semua, R menentukan perwakilan kelompok yang dapat membaca dengan pengucapan yang benar. Sebagai penghargaan, R memberikan stiker bagi masing-masing kelompok untuk jawaban teman satu kelompoknya yang benar. Kelompok yang mendapat penghargaan bersorak gembira. Stiker tersebut ditempelkan pada personal reward card masing-masing S. R tidak memberikannya bagi kelompok yang tidak bisa menjawab dengan tepat. R memberikan umpan balik. Karena bel telah berbunyi, R mengakhiri pelajaran dengan menyimpulkan pelajaran. Ss berduyun-duyun menempelkan stiker pada personal reward card masing-masing. R mengucapkan salam dan meninggalkan kelas.

Field Note 4

Tanggal : 4 April 2013
Waktu : 07.35-08.05

Bel pergantian jam berbunyi namun guru sebelumnya masih berada di kelas dan menjelaskan jawaban soal kepada S. Pukul 10.26 kelas dikondisikan kembali untuk pelajaran bahasa Inggris. R, C, dan ET masuk ke dalam kelas. ET berdiskusi dengan guru lain di depan kelas sehingga R belum bisa memulai pelajaran. Namun, untuk menarik perhatian siswa seawal mungkin, R sudah menempelkan dekorasi rerumputan di papan tulis. Banyak siswa bertanya, “Itu untuk apa, Miss?”, “Itu kok ada rumput-rumputan Miss?”, “Nanti Miss mau ngapain?” dan sebagainya. Setelah siswa sudah siap dikondisikan, R menyapa kembali S. ET duduk di kursi belakang dan C mendokumentasikan kegiatan.

R bertanya tentang gambar yang ditempel di papan tulis. Siswa bersahutan menjawab, “rumput!” dan “*grass!*”. R kemudian menunjukan gambar yang dibalik sehingga hanya terlihat bayangan hitamnya satu per satu. S diminta menebak gambar binatang apa yang akan ditunjukkan oleh R. Semua anak terlihat penasaran dan berlomba-lomba menebak gambar binatang tersebut. Ketika gambar dibalik, S yang benar menebak bersorak bersama teman-temannya, S yang salah menjawab hanya melongo dan berkata “Oo” ketika mengetahui jawabannya. S menebak gambar binatang dalam bahasa Inggris dengan sesekali membuka daftar gambar binatang di LKS mereka. Beberapa siswa salah mengucapkan beberapa nama binatang seperti *tiger*, *giraffe*, *kangaroo* dan *crocodile*. R memberikan contoh pengucapan yang benar dan meminta siswa menirukannya. R kemudian meminta sukarelawan yang mau menyebutkan binatang-binatang di papan tulis. Siswa putranya lebih begitu antusias untuk menjawab. Namun, R sesekali memberikan kesempatan untuk siswa putri untuk menjawab.

Kemudian R menempelkan gambar-gambar lain, yaitu gerakan binatang berlari, melompat, memanjat dan berenang. Sebagian besar siswa memfokuskan pandangan ke papan tulis. Namun, tiba-tiba ET memperingatkan dua siswa yang duduk di meja paling belakang dengan suara keras. Dua siswa tersebut sedari tadi ternyata bermain dengan batang triplek seolah-olah bermain musik. R mengembalikan atensi Ss kembali pada papan tulis. R menunjuk gambar sambil menyebutkan gerakan binatang pada gambar tersebut. S diminta mengulang pengucapan R. Dengan kompak, semua S ikut menjawab. Bel istirahat berbunyi. R menunda pelajaran hingga waktu istirahat selesai.

Setelah istirahat, R mengulang materi sebelumnya. Kali ini, R meminta S menyebutkannya sambil menggerakkan badannya. R kemudian meminta siswa bekerja berpasangan. R memberikan handout tentang beberapa gambar. Dalam menjelaskan cara mengerjakan, R memberikan contoh dengan satu nomor yang dikerjakan bersama-sama. R kemudian meminta S mengerjakan dengan memberikan tanda centang untuk mencocokkan gambar dengan instruksi yang diperdengarkan R. Ss mendengarkannya dengan seksama. Selesai di nomor terakhir, R meminta setiap pasangan melakukan peer-correction. Dari meja ke

meja, Ss saling menukar tugas yang akan dicocokkan. R mencocokkan jawaban bersama seluruh Ss.

Kelas masih terkontrol dan terfokus pada materi. R kemudian meminta S berkelompok. R telah menentukan anggota kelompok masing-masing. Saat pengelompokan, S bernama Rafli ternyata ingin menjadi anggota kelompok Adit. R meminta Rafli untuk mematuhi pengaturan kelompok dengan lembut namun ternyata Rafli akhirnya memilih untuk menyendiri dan tidak berniat melakukan apapun instruksi R.

R fokus kembali ke seluruh siswa. Secara cepat, R meminta tiap siswa menentukan orang pertama hingga orang kelima. R langsung meminta orang yang menjadi orang pertama hingga kelima mengangkat tangan sehingga mendorong siswa untuk sukarela mengajukan diri. Namun ada satu kelompok yang bersepakat mengundi dulu sebelum menentukan anggotanya. Penentuan peran ini berlangsung hingga 5 menit. Kemudian R meminta sukarelawan untuk menjadi model contoh dalam penugasan selanjutnya. Sekar dan Angel tunjuk tangan namun Sekar yang mau untuk maju ke depan kelas. R kemudian memberikan contoh instruksi dan cara meresponnya seperti yang diperagakan oleh Sekar. Siswa diminta berpura-pura menjadi seekor binatang dan melakukan gerakan namun bergerak seperti binatang tersebut. ‘Duh, deg-degan, Miss,’ curhat seorang S. Dengan begitu antusias, R dari tiap kelompok maju ke depan kelas dan memperagakan gerakan yang yang diinstruksikan R. Selama aktivitas, R yang sudah mendapatkan giliran mulai membuat keributan. R kemudian menggunakan *the quiet strategy* lalu menjelaskan tentang syarat poin kelompok adalah menghargai teman-teman yang sedang bergiliran mengerjakan tugas. Di setiap penampilan, R memberikan poin dan meminta seluruh Ss untuk bertepuk tangan demi penghargaan kepada teman-teman yang telah tampil. Bel berbunyi kemudian R memberikan beberapa pengumuman lalu menutup pelajaran hari ini.

FIELD NOTE 5

Tanggal : 11 April 2013
Waktu : 07.30 - 08.45

R dan kollabolator memasuki kelas tepat pukul 07.30. R menyapa siswa dan menanyakan kabar. Kemudian R menanyakan tentang kegiatan keseharian mereka, “*Who drives you to the school?* Siapa yang mengantarkanmu ke sekolah?” dan “*Who makes your breakfast?* Siapa yang membuatkan sarapan?”. Secara bersahutan, Ss menjawab ayah atau ibu. R bertanya tentang cara menyebut ayah dan ibu dalam bahasa Inggris. Lima siswa mengacungkan diri dan menjawab dengan kata “*father*” dan “*mother*”. Seseorang lainnya juga berteriak “*daddy*” dan “*mommy*”. R memberikan pujian atas keberanian mereka dan kemudian menunjukkan gambar figur ayah dan ibu beserta tulisannya. R meminta Ss untuk menirukan R tentang cara mengucapkannya. R kemudian menunjuk gambar dan meminta Ss untuk mengucapkannya secara mandiri. Kemudian R bertanya, “*Who loves your father?*” dan “*Who loves your mother?*”. Setelah R memastikan Ss memahami kosakata ini, R bertanya kembali, “Apa kalian tinggal hanya dengan orang tua saja?” Secara bersahutan, semua Ss menjawab. Bahkan, sebagian besar menyebutkan satu persatu anggota keluarganya. R meminta Ss mendengarkan R kembali. “Siapa yang punya kakak laki-laki?”, Tanya R. Beberapa Ss mengacungkan diri. R kemudian menunjukkan gambar figur kakak laki-laki. “*Oh, you have older brother.*”. R meminta Ss menirukan ucapan R. Kemudian, R melakukan hal yang sama ketika memperkenalkan kata *older sister*, *younger brother* dan *younger sister*. Selanjutnya, R menunjuk beberapa siswa untuk membaca nyaring kosakata-kosakata tersebut diikuti oleh seluruh Ss.

R kemudian meminta Ss memperhatikan R dengan *quiet strategy*. R menyanyikan lagu “*finger family*”. Setelah diperdengarkan dua kali, Ss menirukan lagu tersebut dua kali sambil bermain dengan jari mereka. Sebagian besar Ss tampak antusias menyanyikan lagu. Sisanya mengganggu temannya yang sedang bernyanyi dengan menertawakan suaranya.

R kemudian memberikan lembar kerja pada masing-masing siswa. Untuk mendapatkan atensi Ss, R kembali menggunakan *the quiet strategy*. R kemudian menjelaskan cara mengerjakan *handout*. R juga memberikan batasan waktu lima menit agar Ss terdorong menjadi fokus pada tugas yang dikerjakannya hingga waktu yang ditentukan. Selama mengerjakan, beberapa Ss laki-laki justru bercanda dengan temannya. Sebagai bentuk apresiasi, R mengumumkan Ss yang telah mengerjakan tugasnya dengan cepat. Melihat ada temannya yang sudah selesai, Beberapa laki-laki yang tadi mengobrol kembali berfokus pada tugasnya. Ss berlomba-lomba untuk selesai mengerjakan tugasnya. Dalam waktu 7 menit, akhirnya Ss menyelesaikan tugasnya. R memberi masukan ketika ada beberapa Ss yang salah mengerjakan beberapa soal.

Setelah Ss dirasa mendapatkan pemahaman lebih jelas, R meminta Ss berkelompok. R sudah menentukan pembagian kelompok di awal pembelajaran sehingga R hanya menjelaskan pembagian tempat duduk kelompok sesuai dengan yang digambarkan pada denah. Dalam waktu 2 menit Ss sudah bisa mengkondisikan diri dalam kelompok masing-masing. Karena ada siswa yang tidak masuk pelajaran hari ini, ada satu kelompok yang terdiri dari dua orang. R kemudian mengarahkan dua orang tersebut untuk bergabung dengan dua kelompok lain.

R menggunakan *the quiet strategy* untuk mendapatkan atensi siswa. R menjelaskan tentang kegiatan hari ini. R kemudian meminta satu kelompok untuk menjadi contoh. R menjelaskan tentang masing-masing peran siswa dalam satu kelompok tersebut. Dengan panduan R, setia siswa melakukan tugasnya seperti pemilih gambar, pengatur gambar, pemberi garis dan pemberi dekorasi. Setelah Ss dirasa paham dengan peraturan permainan, R kemudian membagikan label gambar dan satu lembar kerja untuk masing-masing kelompok. R juga meminta setiap kelompok menentukan pembagian peran secara cepat. “Siapa yang menjadi pemilih gambar di kelompok 1? Di kelompok 2?”. Pertanyaan diajukan hingga penentuan peran terakhir. R juga meminta S mengisikan peran masing-masing anggota group dalam lembar kerja yang telah dibagikan. Setiap kelompok mulai bekerja.

Dalam kerja kelompok, terlihat beberapa kelompok memulai tugasnya. Teman-teman dalam satu grup terlihat menunggu peran yang dilakukan dengan antusias, “sudah belum nggarisnya?” Seorang siswa yang sudah tidak sabar mendekorasi gambar bertanya pada teman satu groupnya. Siswa-siswa dalam satu kelompok lain juga terlihat serius membantu temannya yang sedang memilih gambar yang akan ditempel pada lembar kerja. Suara kebisingan menjadi positif ketika sebagian besar kelompok berdiskusi tentang gambar yang benar sesuai dengan teks bacaannya. Namun ada satu kelompok yang masih bingung dengan perannya. Dia pintar di dalam kelas dan dia ingin yang mengerjakan semua peran. Seorang dalam satu kelompok tersebut mengadu pada R, “bu Zidan milih gambar tapi juga pengen nempel, Bu? Boleh to Bu?”. R menghampiri kelompok tersebut dan memberikan arahan agar masing-masing mendapat peran. Dalam waktu 10 menit, satu kelompok mengumumkan dirinya telah selesai mengerjakan tugas. Melihat kelompok lain telah selesai mengerjakan, kelompok-kelompok lain mulai membantu teman dengan peran lain yang sedang kesulitan atau terlalu pelan mengerjakan perannya. Ada beberapa kelompok yang menyusul sebagai grup yang telah selesai menyelesaikan tugas. Ketika R memeriksa, satu kelompok belum memberikan dekorasi gambar dan dua kelompok lain masih salah mengerjakan tugas. 10 menit kemudian, diumumkan kembali kelompok yang selesai dengan cepat, kelompok yang rapi dalam mengerjakan tugas, kelompok yang kompak mengerjakan bersama-sama dan kelompok yang benar mengerjakan tugas. Setiap kelompok merayakan keberhasilannya dengan menepuk tangan dan berteriak gambar.

Guru meminta S menyebutkan kembali materi yang telah mereka ajarkan. Tepat saat bel berbunyi, R mengucapkan sampai jumpa dan meninggalkan kelas.

Field Note 6

Tanggal : April 10, 2013
Waktu : 07.00-08.10

Siswa menyambut guru dengan suka cita. Walaupun pelajaran belum dimulai, siswa sudah bertanya, “nanti kita ngapain, Miss?” R hanya tersenyum sambil menunjukan beberapa gambar yang ditutup lalu meminta para siswa untuk duduk di tempat masing-masing. R membuka kelas dengan berdoa dan menyapa siswa. R kemudian menanyakan siswa yang tidak hadir. Setelah mengabsen siswa, R kembali memancing perhatian siswa dengan *quite signal*. R bertanya secara bertahap tentang kegiatan hari ini. “*Did you have breakfast?* Apakah semua sudah sarapan?”. Semua Ss menjawab bersahutan. Sebagian besar mengatakan “Ya”. Kemudian R bertanya kembali, “Siapa yang memasak?”. Serentak Ss menjawab panggilan ibunya. R kemudian bertanya apakah mereka menyukai masakan ibu. Dengan muka ceria mereka bisa mengatakan “suka!”. R sebenarnya penasaran untuk memberi pertanyaan tambahan, “Makanan di KFC sama masakan ibu, enak mana?” Anak-anak semakin gemas untuk menjawab. “Masakan ibu yo *tetepan!*”, jawab siswa bernama A yang bersuara paling keras. Begitupun juga dengan jawaban senada oleh seluruh siswa. R kemudian bertanya kembali, “kalau Ibu sudah ngasih masakan yang enak, pernah nggak ngucapin terima kasih sama ibu?”. Ekspresi siswa kemudian terdiam sambil berpikir. R bertanya kembali, “Eh Ibu sering nyium atau ngelus-ngelus kepala, gitu nggak?” Siswa menjawab dengan suara halus, “Iya.”. “Seneng nggak disayang terus seperti itu sama Ibu?”. Beberapa Ss menjawab, “Ya seneng, Iha Miss”. Sepertinya yang lain terdiam karena sedang mengira maksud pertanyaan R. “Kalau dibuat masakan yang enak, disayang sama ibu, pernah nggak dibales balik dengan ucapan terima kasih.”. Dengan halus, Ss menjawab, “belum”. R kemudian menggiring S untuk memulai materi yang baru. “Kalau sekarang bikin ucapan terima kasih buat ibu, gimana? Ide bagus?”. Sebagian besar anak setuju dengan suara riangnya. Namun ada S yang biasanya pendiam merespon, “Nggak bisa, Miss.” R meyakinkan mereka pasti bisa. R lalu menunjukan gambar kartu ucapan yang ditempel pada dinding. R mengomentari gambar tersebut. R bertanya tentang gambar tersebut lalu menjelaskan gambar yang disebut *thank you card* itu.

R membacakan cara pengucapan dalam ucapan terima kasih tersebut. R kemudian meminta Ss mengulangnya hingga dua kali. R kemudian menjelaskan arti masing-masing kata dengan gerakan tangan dan ekspresi muka lalu disambung dengan pemberian petunjuk. R kemudian meminta setiap baris siswa untuk membacakan teks tersebut. Ss hanya lirih menjawab. “Ada apa?”. Seorang siswa menjawab, “nggak terlalu keliatan dari sini Miss.” Menyadari itu, R langsung berinisiatif menulis teks tersebut di papan tulis. R kemudian meminta ulang tiap kelompok untuk membacakan teks tersebut. R kemudian menjelaskan tentang bagian dalam ucapan, “Yang di atas itu ditulis apa?” Seorang S menjawab “*Mom.*”. R kemudian bertanya kembali, “Jadi yang ditulis, yang nulis ucapan atau yang mau dikirimin ucapan?”. Hingga akhir teks, R berinteraksi dengan Ss dalam menjelaskan bagian kartu ucapan. Namun beberapa Ss sudah mulai merasa bosan. Seorang S menaruh buku menutupi kepalanya seakan menulis sesuatu namun tidak ingin terlihat siapa-siapa. Beberapa Ss di belakang juga menyandarkan atau menyerongkan badan dan kepalanya ke arah kanan atau kiri.

R yang sudah memastikan Ss mengerti, memberikan lembar kerja kepada Ss. Siswa diminta untuk menyusun dan menyalin kembali kalimat di kotak yang telah disediakan. Ss bekerja secara berpasangan. Dalam waktu lima menit, sebagian besar S sudah selesai mengerjakan. Seorang S belum selesai dan dia dikerubungi oleh teman-temannya. Mereka berusaha membantunya mengerjakan tugas itu namun sepertinya S itu tidak melakukan saran

teman-temannya. Ketika lembar kerja tersebut diberikan kepada R, terlihat susunan kalimat tidak sesuai. Teman-teman yang tadi mengerubunginya balik menertawakannya karena S tersebut terbukti tidak percaya pada mereka. R mencontohkan cara menjelaskan jawaban pada temannya dengan cara yang tidak membuat temannya tersinggung atau malu.

Setelah semuanya selesai, R meminta Ss duduk dengan kelompoknya yang sama pada pertemuan sebelumnya. Hanya dalam waktu 3 menit, setiap kelompok sudah rapi pada posisi masing-masing. Namun seorang S bernama Angel mulai mencari perhatian R. Dia tidak ingin bekerja dalam kelompok dan memutuskan tetap duduk di mejanya. R memberikan peringatan sejenak dengan mengatakan kegiatan kelompok akan membuatnya lebih nyaman. Namun Angel masih belum beranjak. Setelah R diaman saat proses pengelompokan, R memperingatkan bahwa Angel tidak dapat mengerjakan tugasnya karena lembar teksnya hanya untuk teman-temannya yang sedia berkelompok. Agar tidak terlalu merespon siswa tersebut, R kembali fokus untuk meminta setiap kelompok mengeluarkan barang yang dibutuhkan yaitu 1 set pewarna untuk tiap kelompok. Sebenarnya R bermaksud untuk menugaskan setiap kelompok menyediakan 1 pensil 1 penggaris dan 1 penghapus yang akan digunakan secara bergiliran oleh anggota kelompok. Namun karena keterbatasan waktu, barang bersama yang dimiliki adalah 1 set pewarna. Namun, ada satu kelompok yang membawa pewarna namun tidak ingin dikeluarkan. “Belum diraut, Miss,” jawab si empunya pewarna. R meminta 1 kelompok yang memiliki dua pewarna untuk meminjamkan. Ada kelompok bermaksud meminjamkan satu pewarnanya namun salah satu anggotanya justru berkaca-kaca matanya ketika pewarnanya akan dipinjamkan ke kelompok lain. Kelompok yang hendak meminjam pewarna akhirnya membatalkan niatnya dan lebih baik memutuskan untuk melancipkan pensil pewarna tersebut bersama-sama.

R kemudian melakukan *the quiet signal* kembali. R menjelaskan tentang tiga model kartu ucapan yang menjadi pilihan teks yang disalin dalam kartu ucapan terima kasih mereka. R kemudian memberikan setiap kelompok masing-masing satu lembar kertas dengan tiga model kartu ucapan dan kertas kosong sejumlah siswa. Ketika dalam mengerjakan tugas, siswa kebingungan untuk membagi ruang dengan anggota kelompoknya agar mereka bisa melihat model teks tersebut tanpa harus membolak-balikkannya berkali-kali. R meminta setiap kelompok untuk mengamati strategi yang dipakai kelompok lain. Kelompok-kelompok tersebut kemudian berkata “ooh.” Ketika mengamati strategi yang dipakai kelompok Kurnia: Kertas model tersebut ditegakkan sehingga setiap anggota kelompok bisa melihat dengan jelas. Hingga bel tanda jam pelajaran berganti, Ss ternyata belum selesai mengerjakan tugasnya. R kemudian meminta Ss untuk mengumpulkan hingga waktu istirahat kedua. Saat tugas dikumpulkan, semua Ss menunjukkan hasil yang unik dan begitupun juga dengan Angel. Setelah pelajaran selesai, ternyata dia bermaksud menyenangkan gurunya dengan memberikan gambar terbaik yang bisa dia usahakan.

APPENDIX B. Interview Transcripts

Interview 1

Date : 28 Januari 2013

Time : 09.35-10.14

H: Headmaster

R: Researcher

- R : Assalamualaikum, Bu.
- H : Waalaikum Salam, mbak Febi. Silakan duduk.
- R : Terima kasih. (setelah duduk).
- H : Ada yang bisa saya bantu, mbak?
- R : Sebelumnya saya mengucapkan terima kasih sekaligus maaf Bu selama dua minggu lalu mengajar untuk membantu miss Kiki. Mungkin ada banyak kekurangan dan kadang ramainya mengganggu kelas lain.
- H : Oh, ya saya juga mengucapkan terima kasih ke mbak Febi. Sudah dibantu. Syukur sampai besok ada alumni yang masih juga membantu di sekolahnya kaya' mbak. Tapi mbak Febi dari SD sebelah ya (Adisucipto I), bukan sini (Adisucipto II) kan ya?
- R : Iya bu. Tapi tetep satu lingkungan kok, Bu.
- H : (tertawa) Iya.
- R : Sebenarnya maksud saya tidak cuma itu saja, Bu. Ini bisa dibilang sudah rencana untuk kelanjutan dari PPL tahun lalu, Bu. Jadi saya juga berniat melakukan penelitian tindakan kelas di sini. Karena istilahnya, sudah lebih jelas saya mengamati dan mengenal kelas-kelas di sini.
- H : Oh, ya sekolah terbuka kok mbak dengan penelitian mahasiswa. Apalagi sekolah sini masih banyak guru-guru yang udah tua. Yang mungkin gimana ya, kalo saya boleh jujur, tidak bisa diajak kerja sama untuk perkembangan mengajar. Jadi, inovasi dan inspirasi dari yang muda-muda ini yang setidaknya bisa *insyaAllah* membantu siswa, kalo bisa ya bikin guru mau mencontoh. Iyo tho mbak?
- R : (mengangguk)
- H : *Soale ngenelho* mbak, kalo mengikuti surat dari atasan yo mbak yo, kepala sekolah itu juga ada *jobdesc* melakukan observasi dan penilaian kelas. Nah kalo guru-gurunya kayak gitu, bisa bubrah, tho penilaiannya? Kalo dinilai baik *janne ora ngono*, iyo tho mbak? Kalo *elek*, yo kuwi wong tuwo, *wis ora ono wektune diaturi meneh*. Kalo dilaporkan apa adanya, iso kepengaruh neng *track-record*-nya, pengaruh juga ke sekolah. Yo repot to mbak?
- R : Iya, iya. Bu. Dilematis.
- H : Lalu, mbaknya nanti mau penelitian tentang apa?
- R : Penelitian tindakan kelas, bu. Ini proposalnya (menyodorkan proposal).
- H : Oh, ya, ya (membolak-balikkan halaman). Pake bahasa Inggris ya mbak, ya sudah nanti didiskusikan dengan miss Kiki saja.
- R : Oh begini, Bu. Kalau boleh saya terangkan, saya nanti meneliti tentang motivasi siswa yang terlihat dari keterlibatannya dalam proses mengajar bahasa Inggris. Istilahnya *engagement*, Bu.
- H : Bagus. Itu bagus. Jadi anak memang dibuat belajar yang menyenangkan agar tertarik, kayak gitu tho mbak?
- R : Iya bu.

- H : Kuatkan di media mbak. Buat anak memegang sesuatu, mbak. Kuncinya di situ mbak.
Ini mbaknya besok di kelas apa?
- R : Di kelas empat, Bu.
- H : Oh ya bagus. Saya di kelas empat itu awalnya butuh strategi banyak untuk menguasai kelas. Itu lho mbak, ramainya memang begitu. Tapi memang anak-anak to yo Mbak?
- R : Iya, bu.
- H : Mbak orang bahasa tho. Nah, saya juga mengajar Bahasa Indonesia jadi hampir sama lingkupnya. Yang penting kasih tugas yang menantang mbak. Menata kalimat acak atau apa gitu? Saya sudah coba itu dan hasilnya lebih baik. Tapi mbak benar-benar milih kelas yang tepat kok ini. Di kelas empat nanti, mbak akan banyak belajar untuk mengajar.
- R : Karena kelasnya *challenging* ya, Bu? Membuat tertantang, gitu Ngge?
- H : Karakter anak-anaknya sebenarnya seperti lumrahnya anak lha mbak. Cuman, karena perbedaan menonjol beberapa dari mereka itu, kayak yang suka teriak, diem banget, dan aktifnya nggak ketulungan. Jadi guru ngimbanginnya butuh tenaga ekstra.
- R : Oh, begitu ya, Bu.
- H : Apalagi memang kelasnya besar ya, mbak. Sebenarnya kelas dua itu jumlah anaknya sama kayak kelas empat. Tapi di kelas empat itu kayak ada faktor-faktor yang sudah membudaya. Jadi butuh sabar, mesti *alon-alon* tapi sing penting *dhadhi*.
- R : (mengangguk).
- H : Perlu berkali-kali kok mbak buat mastiin mereka bisa ngikutin pelajaran. Yang penting ya tadi itu, *alon-alon wathon kelakon*, mbak.
- R : Oh ya, bu. Makasih, infonya membantu saya ini, Bu. Maturnuwun juga ya, Bu sudah diperbolehkan penelitian. Saya mau pamit, Bu.
- H : Sami-sami, mbak. Monggo. Monggo.
- R : Assalamualaikum.
- H : Wa'alaikum salam.

Interview 2

Interview dengan Guru Bahasa Inggris

Date : 28 Januari 2013

Time : 12.25-13.05

ET : The English Teacher

R: Researcher

- R : Assalamualaikum, Bu.
- ET : Oh ya, Feb. Sini-sini. Ada apa?
- R : Saya ada beberapa pertanyaan, Bu untuk penelitian di sini.
- ET : Oh yang untuk Penelitian Tindakan Kelas itu ya?
- R : Iya, Bu.
- ET : Gimana? Gimana?
- R : Sebelumnya boleh tahu, Bu, dulu ibu kuliah di jurusan apa?
- ET : Saya dulu di pendidikan Bahasa Inggris. Di (sebuah universitas swasta).
- R : Ibu sudah lama mengajar di sini?
- ET : sekitar 5-6 tahun, mbak.

- R : Ibu mengajar semua kelas?
- ET : Iya. Ngajarnya tiap Selasa, Kamis, sama Sabtu.
- R : Menurut Ibu, bagaimana kesan Ibu mengajar di sini?
- ET : Ya, dibuat senang. Dibuat santai aja Feb. Soalnya, kan bahasa Inggris masih jadi muatan lokal. Porsi bebannya tidak terlalu besar dan harus mengalah kalau menjadi prioritas ke berapa dibandingin dengan pelajaran lain. Misalnya tuh kalau jam saya dipake guru lain untuk Matematika atau IPA. Ya mau nggak mau saya kehilangan jam saya.
- R : Maksudnya Ibu merasa dirugikan?
- ET : Ya iya, Feb. Soalnya saya kan juga mesti kejar materi. Padahal pemahaman bahasa Inggris kan nggak selalu mudah. Mereka masih kadang lupa materinya. Nah, kalo pelajarannya Cuma satu minggu sekali tapi masih dipake jamnya juga ya kan anak-anaknya yang justru malah dirugikan.
- R : Mereka umumnya suka dengan pelajaran bahasa Inggris, nggak menurut Ibu?
- ET : Kalau yang pinter dan aktif kelihatan, Feb senengnya dengan bahasa Inggris. Tapi kalau diam, mrenget, ramai sama temennya, ya saya nggak bisa tahu mereka senang atau nggak?
- R : Biasanya Ibu pake' buku apa?
- ET : Ini Feb, *Grow With English*. Ini bukunya menurut saya udah bagus. Karena sudah sesuai SKKD, kan? Terus juga berwarna.
- R : LKS juga bu?
- ET : Iya. Nih pake' "FOKUS".
- R : Kalau menjelaskan pelajaran, Ibu biasanya pakai media apa?
- ET : Ya gambar-gambar di buku ini Feb (*Grow with English*). Kan sudah ada gambar, berwarna dan anak-anak bisa melihatnya sendiri. Kalau nggak, saya suruh mereka nggambar, Feb. Jadi biasanya saya gambar di papan tulis, gambar binatang misalnya. Terus mereka salin gambarnya di buku tulis sambil tulis namanya di bawahnya gambar. Jadi mereka bisa mengingat kata lebih jelas. Motorik mereka juga kefungsi.
- R : Di sini ada LCD atau komputer nggak bu?
- ET : Komputer ada tapi cuma beberapa. Yang lainnya udah banyak yang nggak fungsi.
- R : Kalau LCD?
- ET : Ada, Feb. Tapi boro-boro bisa dipake' Feb. Kepala sekolahnya (Kepala sekolah masa jabatan 2010-2012) nggak mbolehkan kalau dipake' ngajar. Ngeman-eman 'ndak rusak katanya. Jadi dipake pas rapat-rapat aja.
- R : Kepala sekolah tidak memperbolehkan ke semua guru, Bu?
- ET : Semua guru nggak dibolehin. Apalagi sama saya, Feb. Sebenarnya kepala sekolah nggak terlalu mendukung Bahasa Inggris. Saya pernah mau menggunakan bahasa Inggris pake' aplikasi komputer, ya Feb. Tapi nggak dibolehin. Katanya kalau ngajar, yang jelas-jelas aja. Bahasa Inggris ya Bahasa Inggris. Komputer ya Komputer. Komputernya jangan terlalu banyak dipake, ndak rusak dipegang anak-anak.
- R : Oh, ya, ya Bu. Saya paham Skang. Ibu menemukan kesulitan ndak saat mengajar? Kesulitannya biasanya apa, Bu?
- ET : Ya, macem-macem, Feb. Oh paling ini. Buku. Nggak semua anak itu punya *Grow with English*. Beberapa yang nggak beli. Ada juga yang punya tapi lupa bawa. Kayak gitu kan, mengganggu to, Feb? Ya kalau temannya mau berbagi, tapi kalau nggak ya ribet. Biasanya saya ya minjem buku saya tapi kan nggak semua anak dapet pinjaman. Padahal kalau belajar harus ada bukunya.

- Lha kalau nggak ada bukunya? Konsentrasinya bisa kesana-kemari.
- R : (tertawa). Menurut ibu, kelas mana yang paling susah ibu tangani?
- ET : Kelas empat, Feb. Soalnya kelas besar. Jadi satu kelas ada 36 anak.
- R : Kalau kelas lain umumnya berapa anak, Bu?
- ET : Ada yang 21, ada yang 24, 26 juga ada.
- R : Masalah yang ibu temui di kelas empat itu, apa Bu?
- ET : Karakter anaknya macem-macem, Feb tapi menonjol banget. Ada yang bikin ramai, suka ngganggu temennya, manja, gap-gapan (baca: membuat klik), suka teriak-teriak. Lha kasian, Feb yang anteng. Yang mau belajar. Terus juga ada yang namanya Nd, dia itu, maaf, bibirnya sumbing. Anaknya tiduran terus di kelas, tapi sering diganggu temennya njuk akhirnya kalau udah ngamuk Feb, bubrah kelasnya. Isinya jadi saya marahin kelas, to akhirnya?
- R : Kesulitannya ibu menghadapi mereka apa, Bu? Susah diatur atau susah memberikan perhatian buat masing-masing?
- ET : Kalau diatur, Skang sudah lebih baik Feb. Pokoknya kalau sudah saya beri tugas semua harus sudah saya kondisikan siap mengikuti pelajaran. Ada keributan dikit, saya sebut nama anaknya sampe' saya peringatkan tiga kali. Nah kalau masih ramai lagi, saya datengin lalu saya bilang, 'Miss kiki sudah coba sabar lho, ya tapi kamu kok masih nggak ndengerin Miss Kiki?'. Nah kalau sudah kayak gitu, anaknya pasti diem, Feb.
- R : Tapi tetep susah ya Bu mengamati tiap anak?
- ET : Iya. Kalau Nd, paling saya datengin, sudah sampai mana. Nah Si Nd itu emang lemah juga. Di rumah ditekan orang tuanya terus, Feb. Dimarahi. Perkembangannya jadi anak yang nggak termotivasi. selalu nggak pernah selesai ngerjain tugas. Sampai besok, ditanyain mana tugasnya, ya bilang lupa bawa. Ya udah dapat nilai darimana?
- R : Anak lain juga ada yang nggak selesai ngerjain tugas juga, Bu?
- ET : Ada beberapa. Apalagi yang suka ramai itu. Yang cowok suka teriak. Yang cewek juga suka ngrumpi. Aduh, Feb. Tugasnya gimana mau selesai? Tapi yang Rf itu walaupun ramai tetap bisa mengerjakan tugas kalau dikontrol. Pokoknya jangan sampai hilang pengawasan.
- R : Rata-rata kemampuan bahasa Inggris anak kelas empat gimana Bu?
- ET : Biasa. Nggak terlalu pintar dibandingin sama kelas lima dan kelas tiga. Perlu berkali-kali diomongin kalau mereka lupa atau nggak ngerti. Ya kembali karena itu tadi Feb, kelasnya kelas besar. Nggak bisa memperhatikan banyak kelompok anak.
- R : Biasanya Ibu memberikan tugas yang bentuknya seperti apa?
- ET : Lebih sering tentang *vocabulary*. Mengerjakan LKS atau *Grow With English*. Soalnya kalau mereka diberi tugas, pasti bisa dikontrol.
- R : Mereka lebih sering bekerja individual ya, bu?
- ET : Iya.
- R : Pernah nggak Bu mereka diajak belajar berkelompok?
- ET : Itu belum pernah, Feb.
- R : Oh ya, ya. Saya bisa dapat gambaran jelas masalahnya, Bu. Terima kasih ya, Bu.

Interview

Date : 12 Februari 2013

Time : 09.35-10.14

ET: The English teacher

R: The Researcher

- R : Bu, ini saya mau bertanya untuk ke-update-an informasi tentang kelas empat?
 ET : Oh, ya silakan Feb.
 R : Permasalahannya yang bisa saya tarik kesimpulan kan tentang *engagement* nya kan bu? Sampai Skang ada kemajuan nggak, Bu?
 ET : Kurang lebih sama aja ya, Feb. Anak-anaknya masih gap-gapan. Nggak mau duduk sama siapa. Kalau ramai ya sama teman-teman sekelompok itu doang. Itu sampai guru-guru kelas lain juga kewalahan ya, Feb. Mereka ngladepin kondisi yang sama dengan kelas empat.

Interview 4

R : Researcher
 ET : English Teacher
 Date : Februari 21, 2013
 Time : 11.23

- R : Bagaimana Bu dengan kondisi kelas selama pelajaran?
 ET : **Menarik, Feb. Anak-anak pada antusias ya. Apalagi tadi pas dari awal ditunjukin jam. Itu tadi bagus ide Febi untuk membagi warna jam jadi Febi nggak perlu banyak penjelasan untuk membedakan di mana tempatnya jarum panjang pas dibaca *a quarter to*, dan *a quarter past*.**
 R : Saat practice dan production, Bu?
 ET : Ya, sayangnya tadi saya keluar jadi setengah-setengah juga melihat kondisi kelas. Tapi secara umum sudah baik Feb. Karena saat permainan pake badan itu mereka pada ngikutin Febi. Terus juga pada menarik saat mereka merayakan kemenangan tadi itu, lho? Kelihatan, mereka senang banget.
 R : Iya, bu. Saya juga sempet lihat momen itu.
 ET : Kalau tentang pemahaman mereka Bu? Sempat menyaksikan nggak Bu?
 R : Oh ya, mereka paham. Tadi itu banyak yang vokal buat menjawab pertanyaan Miss Febi. Kelihatan sekali dia mikir keras. Cuma ada beberapa yang tadi sempat diam dan agak ramai, Febi udah bagus buat ndatengin dan nanyain. Cuma suaranya ya gitu anaknya, suaranya kecil. Pada malu-malu segala padahal kalau ramai, uwiih.
 ET : Tadi pas saya tanya ke Nd, lirik tapi ternyata bisa, ya Bu/
 R : Iya itu. Saya juga bingung padahal kepalanya ditaruh terus di meja.
 ET : Iya, bu. Saya kira dia nggak suka. Apalagi, pas itu Bu, waktu Nd bisa njawab dengan benar, ada beberapa anak yang langsung tepuk tangan sambil bilang “yeee, Nd”. Tapi karena yang lain cuma bengong, saya ajak ikut tangan bareng-bareng. Sebenarnya mereka sudah mulai menerima Nd ya, Bu?
 R : Iya. Kadang-kadang lingkungan di kelas mereka itu sendiri yang bikin mereka serba salah juga kalau ndeketin Nd. Jadi Nd lebih sering dicuekin.

Interview 5

R : Researcher
 ND : Student 1
 Time : 10.23

- R : Nd, masih inget nggak Mis Febi belajar bareng sama Nd tentang apa?

- Nd : Bahasa Inggris.
 R : Bener. Belajar bahasa Inggrisnya tentang apa?
 Nd : Tentang jam.
 R : Bener, pinter. Kalau berangkat sekolah, what time do you go to school?
 Nd : Six o'clock.
 R : Kalau tidur, what time do you sleep?
 Nd : A half ...
 R : A half past?
 Nd : A half past eight.
 R : Oh ya, pinter. Kalau tidur jam segitu, masih ngantuk nggak di kelas?
 Nd : Nggak.
 R : Kalau pas Nd naruh di kepala di meja itu karena apa, Nd?
 Nd : Pusing.
 R : Kenapa? Nd Sakit?
 Nd : Pada teriak-teriak.
 R : Oh, Nd jadi pusing kalau teman-teman Nd teriak. Jadi di lembar yang ada gambar senang sedihnya itu, kan Nd nulis nggak senang dengan pelajaran hari ini karena pusing itu?
 Nd : Iya.
 R : Kalau kegiatan di kelas kemarin, Nd senang atau sedih?
 Nd : Senang.
 R : Kenapa?
 Nd : Jamnya bagus.
 R : **Waktu dikelompokin, senang nggak?**
 Nd : **Nggak tahu.**
 R : **Kenapa?**
 Nd : **Nggak biasa ngerjain tugas, miss.**
 R : **Tugasnya kenapa?**
 Nd : **Pake ngomong Miss. Aku malu ngomong, Miss.**

Interview 6

- R : Researcher
 Rf : Student 2
 Time : 11.06

- R : Rf, sini Miss Febi ajak ngobrol.
 Rf : Ada apa miss?
 R : Rf masih inget nggak Miss Febi ngajar tentang apa?
 Rf : Tentang jam.
 R : What time do you go to school?
 Rf : A half past six o'clock.
 R : A half past six.
 Kalau istirahat tadi, jam berapa? What time do you have a break?
 Rf : Sangat luwih seprapat.
 R : Bahasa Inggrisnya?
 Rf : A quarter...
 R : A quarter past ?
 Rf : Nine.

R : Berarti Rf paham nggak waktu Miss Febi nerangin?
 Rf : Nggak.
 R : Yang bikin Rf nggak paham karena apa?
 Rf : Nggak denger.
 R : Oh, nggak kedengeran.
 Rf : Aku kan di belakang.
 R : Kalau duduk di depan, denger nggak?
 Rf : Denger lah?
 R : Berarti kalau duduk di depan mau?
 Rf : Mau.
 R : **Yang bikin senang di pelajaran Miss Febi apa?**
 Rf : **Ada Boboboi (wayang).**
 R : **Suka nonton Boboboi, ya? Kalau di kelas, keganggu nggak sama teman-teman lain.**
 Rf : **Nggak.Malah aku yang seneng gojek.Jujur, jujur.**
 R : Kalau di kelas guru-guru lain, gitu nggak?
 Rf : Iya.
 R : Tapi sering gojek nggak?
 Rf : Sering.
 R : Dimarahin nggak?
 Rf : Ya dimarahin lah.Masah dikasih duit.Hahaha.
 R : Kalau dimarahin, seneng nggak?
 Rf : Ya nggak seneng lah.
 Rf : Kalau nggak seneng dimarahin, kok Rf masih sering gojek?
 R : (Terdiam) Apa, ya?Dipancing.Oleh setan.
 Rf : Kalau Rf ramai, seneng ngajak temennya ramai juga?
 R : Yang lain itu ramai sendiri.
 Rf : Rf, kalo pelajaran berhenti dulu ya nggojek-nya.Miss Febi jadi sedih kalau Rf bikin ramai. Teman lain juga banyak yang keganggu soalnya.
 Rf : (Diam)
 R : Kalu ada pelajaran Miss Febi, Rf senengnya gimana?
 Rf : Istirahatnya dicepetin.Pas bel.
 R : Kalau sebagian besar teman malah banyak sepakat istirahatnya didimundurin, Rf mau belajar menerima?
 Rf : Nggak mau. Yang lain mau belajar ya belajar aja. Aku istirahat sendiri.
 R : Ketinggalan pelajaran dong.
 Rf : Ya nanti aku istirahat sambil bawa buku
 R : Bisa belajar sambil istirahat? Sendiri? Oke kalau gitu Miss Febi bolehin.Tapi setelah istirahat, Rf Miss Febi tes ya?
 Rf : Haaa?!
 R : Kenapa?
 Rf : Ya nggak bisa.Mesti dua orang yang keluar.
 R : Maksudnya Rf butuh temen buat belajar bareng?
 Rf : Iya.Sama Ad (suara memelan).
 R : Intinya Rf bisanya belajar bareng-bareng juga dong, namanya.Oke makasih ya.Inget pesen Miss Febi.Apa?
 Rf : Jangan Gojek.
 R : Sip. Pinter.

Interview 7

R: Researcher

C1: Collaborator1

Date: March 7, 2013

Time: 12.32

- R : Menurut Ami, tadi proses pembelajarannya berjalan seperti apa?
- C1 : Sebagian mereka tertarik, dan apa sih, sebagian, nggak sebagian juga, berepa tidak engaged dalam proses pembelajaran. Sibuk sendiri, gitu. Menurutku, memang anak-anaknya seperti itu. Dan yang kedua itu karena instruksinya kurang jelas jadi mereka bingung, mereka harus melakukan apa jadi mereka sibuk sendiri.
- R : Berarti yang pas *Practice* itu, ya?
- C1 : Iya. yang mereka bikin group itu. Soalnya waktu itu kan kamu suruh perwakilan tiap kelompok buat diterangin tugasnya dan yang lain bikin yel, nah mereka itu benar-benar bikin yel-yel. Walaupun nggak semuanya. Ada yang main-main sendiri. Dan kayaknya kelamaan waktu kamu njelasin ke perwakilan tiap kelompok itu padahal tiap kelompok itu udah bikin yel. Eh jadi itu ada kelompok sebelumnya kelompok Rf itu mereka sudah beres yel-yelnya. Tapi karena tugas selanjutnya belum dimulai, jadi ya udah mereka nyebar sendiri-sendiri.
- R : Oh, ya. I see. I see. Lalu untuk yang pertama kali, waktu presentation itu gimana?
- C1 : Ah, pas waktu itu pada merhatiin. Cuma ada beberapa seperti Nd yang perhatiin tapi nggak ikut ngomong. Gitu. Rf itu malah merhatiin pas waktu presentation. Sempet kelihatan kalau mereka memang merhatiin dan fokus ke kamu, gitu lho. Cuma beberapa sih yang nggak, tapi itu biasa sih, soalnya anak-anak kan?
- R : Melihat nggak perbedaan yang terjadi dengan pertemuan sebelumnya?
- C1 : Lumayan berubah saat presentation. Mungkin karena itu ada Miss Kiki atau gimana, ya memang berubah. Pas waktu kita sendiri yang ngajar, setahuku agak beda. Tapi itu pas presentation lho. Pas, production, still uncontrolled deh.
- R : Oke, oke.
- C1 : Nah, kayak gitu. Intinya sih, instruksinya kelamaan jelasinnya. Tapi pada akhirnya kamu tuh useless tuh lho Feb, soalnya kamu ke grup lagi buat jelasin satu-satu kan? Nerangin lagi.
- R : Iya. Iya.
- C1 : Soalnya kelompok di belakang kelompok Rf itu sempat nanya ke aku gimana caranya? Lalu aku tanya tadi gimana Miss Febi njelasinnya lalu mereka njawab, 'mbuh iki lho.'
- R : Oh jadi temannya nggak bisa njelasin ke temannya.
- C1 : Iya. Mereka nggak bisa njelasin kembali ke temannya. Jadi mungkin itu yang besok dipikirin lagi.
- R : Oh ya bener. Bener.
- C1 : Terus, pas grouping itu makan waktu lama banget. Soalnya ini Cuma 2x35 menit kan, jadi harus dipikirin lagi gimana mereka bisa cepet nyusun kelompok. Misalnya disusun dulu sebelum kegiatan dimulai atau

- gimana.** Pokoknya kalo pelajaran Bahasa Inggris mereka dibilang kalau mereka bikin grup. Itu grupnya permanen?
- R : Nggak, besok diacak lagi.
- C1 : **Besok diacak lagi?** Berarti kamu harus nemuin caranya mereka grouping dengan lebih cepat. Apalgi tadi ada yang nggak kebagian meja. Yakan? Jadi itu yang mesti dipikirkan karena itu bikin lama juga.
- R : **Iya, itu bikin lama.**
- C1 : Terus juga satu kelompok, yang ada anak namanya Ad. Dia bilang temannya kenapa gitu, aku najawab, “ya kamu nggak ngerjain.” Terus dia jawab, aku ngerjain kok, Miss. Itu lho.” Dia nunjuk Rafi.
- R : **Jadi ada teman satu kelompoknya yang nggak bisa maksimal ngerjain ya karena temannya tidak ikut ngerjain ya?**
- C1 : **Iya, jadi kayaknya kamu harus mikirin caranya nanganin si trouble-maker.**
- R : Iya, itu mesti dipikirin.
- C1 : **Pas waktu kamu ke group satu ke group lain itu juga bikin lama karena ada yang belum ngerjain tugas sama sekali nunggu kami datang.**
- R : **Soalnya mereka minta dijelaskan itu lagi, ya?**
- C1 : **He’eh jadi mereka mau ngerjain tapi bingung mau gimana jadi nungguin kamu dulu.**
- R : **Maksudnya, mereka sebenarnya paham dan mereka juga Tanya(baca: mengerjakan tugas interview) cumin lucunya tadi tu ada beberapa grup yang belum selesai nanya tapi karena lihat teman-temanya udah beres, mereka langsung nyusun-nyusun gitu. Ngaco.**
- C1 : **Berarti peraturan grupnya benar-benar harus dimatengin lagi ya.**
- R : **Terus juga penyekat antara satu grup dengan grup lainnya tidak terlalu jelas, kan Feb sampe ada yang kursi di tengah itu mereka tarik-tarikan meja. Jadi mereka itu heboh.**
- R : **Jadi kayak ini mejaku mejamu, ya? I see. I see. Lalu ada yang ngerjain sendiri tapi teman lainnya nggak nggarap gitu nggak?**
- C1 : **Ada. Kalo kelompoknya Ad sih itu karena karakter teman-teman nya itu. Terus juga ada kelompok Helmi, dia nggarap tapi baru dhong setelah teman-teman lainnya nggarap. Sk, Sk. Kelompoknya Sk itu nggak mbagi tugasnya ke teman lain yang cowok.**
- R : **Oh ya yang dia maunya cuma wawancara sama teman sebelahnya itu, ya?**
- C1 : **Iya. Terus yang kelompok Nd itu. Nggak pada tanya semua, yang di kelompok, kethoke.**
- R : Iya, iya itu perlu diperhatiin.
- C1 : **Yang kelompoknya yang pake jilbab, itu. Kurnia. Kelompok itu bagus jadi ada yang tanya ada yang nggak. Masih ada bahasa Indonesianya tapi sudah ada efforts buat nanya, jadi “What time bla-bala-bla” temennya nanya, aku ? Iya. Gitu loh.**
- R : **Berati itu ya yang mesti dipertahanin dan diperbaiki.**
- C1 : **Pokonya pikirain kelompok trouble makernya itu, Feb. Si kelompoknya Rf itu soalnya si Ad (teman satu kelompoknya) sudah mau ngerjain tapi kebentur yang lain.**

Interview 8

R: Researcher

ET: English Teacher

Date: March 7, 2013

Time: 11.23

- R : **Bu, bagaimana bu Perkembangan keterlibatan siswa di kelas?**
- ET : **Sudah bagus, Feb. Hanya saja terkadang mereka tidak bisa dikontrol ketika mungkin karena instruksi (grup) nya kurang jelas itu Feb.**
- R : Iya. Soalnya banyak banget, itu Bu.
- ET : **Jadi anak kan bingung mana yang diikuti mana yang nggak to? Terus yang dikasih instruksi itu nggak bilang ke teman-temannya karena merasa kurang jelas.**
- R : **Iya tadi saya tanya sampai mastiin tiga kali, ‘sudah ngerti belum? Dhong, miss. Ngerti.’**
- ET : **Lebih baik kamu jelasin langsung ke semuanya. Yang dikasih pesannya aja nggak bisa nyampein temannya juga jadi ikut bingung to?**
- R : **Soalnya saya pikir suara saya tidak bisa begitu bisa keras untuk menjelaskan instruksi yang banyak, beigtu sih Bu.**
- ET : **Kalau nggak kamu bisa pakai tutor sebaya. Kamu bisa minta Kurnia atau Rendra itu buat njelasin ke kelompok-kelompok itu aja.**
- R : Oh ya, Bu ide bagus.
- ET : **Iya jadi kita bisa pilih anak yang pinter, yang bisa kita percaya menyampaikan pesan kita, gitu lo. Tadi si Helmi itu bisa, tapi karena anaknya pendiam dia jadi tidak menyampaikan instruksi ke teman-temannya. Jadi si Helmi ngerjain sendiri, teman-teman sekelompoknya malah Kurnia yang ngajarin. Jadi memang mereka saat digrupkan mereka senang tapi membuat kegaduhan yang baru.**
- R : Iya, bu ya.
- ET : **Pada dasarnya sudah bagus, Feb. Semakin ke sini semakin kelihatan. Cuma untuk memberikan instruksi juga harus jelas, apalagi karena ini instruksi kelompok jadi harus lebih jelas. Apakah ini instruksi untuk setiap anggota di kelompok atau untuk semua. Kalau itu untuk semua keompok, disampaikan saja ke depan. Selalu gitu Feb, bikin Pening. Karena sudah siang, dan kelas besar jadi bikin emosinya guru nggak karuan.**
- R : **Kalau interaksinya, Bu?**
- ET : **Interaksinya bagus. Jadi mereka bisa latihan langsung bertanya dan menjawab. Dan mengoreksi temannya juga.**

Interview 9

Date : 28/2/2013

Time : 12.17

R: Researcher

C2: Collabulator

- R : Mbak Mida.
- C2 : Oh sudah dimulai wawancaranya?
- R : Iya. Menurut Mida tadi baasimana engagement di kelas hari ini?

- C2 : Tadi pas di awal mereka bisa pay attention ke kamu. **Tapi mungkin kadaan mulai berubah ketika ibunya pergi sebentar karena gruduk-gruduk-gruduk tiba-tiba mereka langsung jalan-jalan atau hadap ke belakang.**
- R : Iya.
- C2 : **Lalu mungkin karena posisi meja gurunya menghalangi, jadi kamu lebih sering berdiri di sebelah sini (antara barisan laki-laki) jadi yang di sebelahnya terasa kurang terlihat attention-nya ke kamu.**
- R : **Berarti moving-nya jarang.**
- C2 : Cuma kelihatannya itu pas ada Ibunya (guru Bahasa Inggris) pada semangat banget, tapi pas pergi bentar aja, dho bubar.
- R : Oiya, ya.
- C2 : **Iya.Jadi menurutku bukan sukses atau nggak.Cuma efektifnya sebentar doang, gitu lho.Entah karena apa, tiba-tiba konsentrasi mereka bisa pecah. Kayak gitu.**
- R : Ooh.
- C2 : Kalo menurutku, kamu perlu cari trik lagi deh Feb, gimana caranya kalau ibunya nggak di dalam kelas, konsentrasi mereka tetap ke kamu.
- R : Oya.ya.
- C2 : Piye yo carane?Apalagi tadi ada bel istirahat.Kaya' piye ya?Pokoknya gimana mereka juga bisa diem.Bisa aja pake lomba diam-diam an. Yang belum bisa diam, nggak boleh ngumpulin tugas ke kamu.Jadi *set-ses-set* satu, dua, tiga.Kamu juga pake sebut nama, mungkin.Jadi otomatis mereka anteng, to?
- R : He'eh.
- C2 : Nah, nek ngono piye?Piye corone ben mereka, misalnya kalau ngumpulin tugas, mereka tetap teratur. Karena anak juga kayaknya nggarapnya jadi kurang serius, sing penting gek ngumpulke ben cepet istirahat. Gitu.
- R : Kalau dari partisipasi mereka, gimana?Antusiasme mereka?
- C2 : Ya mereka antusias apalagi pas ada media itu.
- R : **Tapi fluktuatif gitu kah?**
- C2 : **Iya, apalagi ketok banget pas ada dan nggak ada ibunya.Kayaknya gimana caranya kamu bisa membuat siswa terus fokus ke kamu meski ada atau nggak ada ibunya.Soalnya memang mereka kayaknya takut sama ibunya.**
- R : Oya.ya. Gimana caranya ya?Hehehe.
- C2 : **Piye yo, murid-muridku yo ngono.Terus ini kayaknya kamu harus terus kasih mereka tugas.Biar mereka merasa *responsible*. Jadi diem.Jangan ada waktu yang membuat mereka lepas, ngomong gitu.**
- R : Oke, oke.
- C2 : Secara behavior gimana?
- R : Sama. Sama aja kayak murid-muridku.
- C2 : Gimana itu, deskripsiin.
- R : Jadi ada yang nggarap, ada yang jongkok.Ada yang dolanan neng ngisor kursi kuwi lo.
- C2 : (tertawa)
- R : Terus juga ada yang nangis. Sama kayak anak pada umumnya sih.
- R : Oya, ya.Thank you ya.
- C2 : Sama-sama.

Interview10

Date : Februari 28, 2013

Time: 12.23

R : Researcher

ET : English Teacher

R : Bagaimana Bu dengan kondisi kelas selama pelajaran?

ET : Anunya, apa, penguasaannya kelasnya sudah banyak kemajuan. Terus juga interaksinya anak, sudah separuh. Kurang separuhnya lagi. Tadi ada tiga blok anak, to? Jadi di barisan tempat saya duduk itu lho, itu kan blok anak dengan kemampuan yang low. **Jadi semangatnya mereka aja agak kurang, kayak si Rf .Sukanya jalan-jalan. Si Tb itu, partisipasinya kurang. Si Imam itu bisanya Cuma nye-nye-nye tapi kalau dipanggil diem. Cuma itu tok. Jadi kelompok itu yang kurang ini, kurang bisa menyatu dengan kelas. Terus gambar. Gambar itu menurut saya kurang besar. Jadi nggak semua anak bisa melihat dengan jelas.**

R : Gambar saat presentation itu ya, Bu.

ET : Nah sebetulnya kalau pake media gambar, *whiteboard* itu kamu gunakan saja. Jadi kamu bisa tempel di situ, lalu kamu tinggal tunjuk gambar. Anak juga bisa lebih fokus ke situ. Jadi kalau kamu pegang satu, barisan yang sini lihat, tapi otomotif yang sana nggak lihat to? Kalau ditaruh di *whiteboard*, satu pandangan ke *whiteboard* semua. Menurut saya Cuma itu aja. Ada yang mau ditanyain lagi nggak?

R : Menurut ibu, Bagaimana keterlibatan mereka saat presentasi itu? Soalnya karena waktu istirahat diundur, ada banyak yang sepakat tapi juga ada yang nggak. Dan yang nggak itu, selama pelajaran berontak terus, Bu. Itu priapun ya Bu?

ET : Ya nggak papa. Yang penting kan yang punya kelas kan Febi. Jadi bukan berarti diktator karena sudah menanyakan kesepakatan sedari awal dan ternyata yang sepakat jumlahnya lebih besar. Jadi, kalau begitu dia harus belajar sadar diri, 'ternyata banyak teman yang punya banyak pendapat dibandingkan saya'. Jadi Febi nggak perlu pikirin. Karena sebenarnya, kalau ada yang protes padahal sekelas sudah ada kesepakatan itu wajar.

R : Ya bu.

Oh ya, juga dengan pengelompokan tadi. Itu dari pelajaran sebelumnya sudah dirandom ya, Bu?

ET : Iya.

R : Nah jadi kalau itu terus dilakukan, saya bisa terbantu karena saya tidak perlu mengacak kelompok lagi, soalnya kayak tadi saya harus memanggil dan memposisikan anak-anak, waktunya udah makan waktu lama sendiri.

ET : Iya, memang.

R : Jadi, di Cycle 2 kayaknya ada baiknya saya sudah merencanakan pengelompokan sebelum masuk kelas, itu gimana Bu?

ET : Iya. Jadi udah ada grouping sebelum kelas dimulai. Jadi kalau setiap sesi grouping terus, nanti bisa diterangin ke anak-anak, 'Di kelas Miss Febi, nanti kelompoknya begini, begitu' nanti pada manut kok. Justru anak yang vokal itu, anak yang pinter-pinter. Kalau si Rf itu udah sensitif-an, juga suka ganggu.

R : Iya apa-apa dibuat marah tadi. Si Rf terus bilang, "waktunya istirahat malah nggak istirahat!" dan saya nggak terlalu merespon tapi juga nggak terlalu nyuekin karena seperti saran ibu kemarin, dia bisa lebih kooperatif kalau

- didengarkan.
- ET : Iya. Karena faktor keluarga memang mempengaruhi, jadi saya juga nggak terlalu kaget dengan sikapnya. Kalau si Tb, karena duduknya dengan Rf jadi ikut-ikutan.
- R : Jadi menurut Ibu, yang perlu diperbaiki untuk besok lagi itu apa?
- ET : Untuk medianya aja. Udah bagus cuman jadi lebih enak kalau whiteboard digunakan maksimal, Feb. Pas nyebutin gambar itu, suara satu kelas itu. **Yang ada suara-suara nggak penting itu justru dari anak-anak yang pintar itu, kayak Zidan, si Rendra. Si Disa itu diem tapi pintar.**
- R : Kalau antusiasnya gimana, Bu?
- ET : Mereka sudah antusias. Yang nggak itu cuma Rafi, Tb sama Imam itu. Jadi kalau dikalkulasikan, itu Cuma lima yang nggak antusias. Apalagi pas tadi, waktu Febi tunjukkan Puppetnya, mereka teriak “Oh, Boboboi!” Tapi kayak si Rf itu nggak konsisten *pay attention* sekali Miss Febi mau ngapain dengan Boboboi itu. **Kayak itu tadi, malah gangguin temannya sampai nangis. Katanya si Vina itu dijambak. Nakal memang itu anak. Jadi dia ganggu temannya untuk narik perhatian.**
- R : **Iya, sih jadi kita fokusnya ke dia terus.**
- ET : **Iyaa. Dia emang nggak ada takutnya. Dari dulu, di kelas satu.**
- R : Lalu saat *song* itu, ada suara-suara yang ikut mainan sama lagu itu, saya bingung menafsirkan itu antara tidak tertarik sama lagunya atau senang sama lagunya?
- ET : Mereka tertarik kok karena mereka ndengerin. cuma mereka mungkin perlu dua kali dipahamkan tentang instruksinya karena mereka cuma ikut nyanyi, thok to? Nggak disebutin jamnya? Yang nyebutin jam kan Cuma beberapa. Yang lain cuma asal nyambung aja. Jadi kalau pakai lagu, lebih jelas aja itunya.
- R : Perintahnya?
- ET : Iya. Soalnya anu Feb. Itu kelas extra. Kelas besar. Dah gitu juga udah siang. Gurunya capek, merekanya juga capek. Tadi soalnya ada olahraga juga. **Jadi mungkin konsentrasi mereka terpengaruh dengan itu juga.**
- R : Oh ya, Bu. Paham. Terima kasih, Bu untuk waktunya
- ET : Iya Feb. Sama-sama.

Interview 11

Date : March 7, 2013

Time : 13.23-13.40

R: Researcher

C2: Collaborator

- R : ***Kurnia, siapa di kelompokmu yang benar mbacanya?***
Kurnia, in your group, who read the text correctly?
- S2 : ***Semuanya.***
All members.
- R : ***Oh ya, bagus. Susah nggak tugasnya?***
That's good. Is the task difficult?
- S2 : ***Nggak. Gampang.***
No. It was easy.
- R : ***Pas sama kelompok lagi mbaca bareng-bareng, cerita dong ke Miss Febi!***
Please tell me what happened in your group..
- S2 : ***Cerita apa?***
What story?

- R : *Yang sering ngomong siapa, yang lebih banyak diam siapa, ada yang nggak ikut ndengerin nggak.*
Who was the most talkative member? Who was the most silent one? Was there anyone who did not listen to their friends?
- S2 : *Yang sering ngomong, aku sama Zihdan Miss. Yang lainnya cuma diem ndengerin.*
Zihdan and I were the ones who often talked for the group. The others just listened to us.
- R : *Berantem nggak pas diskusi kelompok?*
Did you have a debate in group discussion?
- S2 : *Nggak soalnya nggak semua ngomong. Tapi sama Zihdan sempet eyel-eyelan gitu, Miss.*
No, it wasn't. It was because not all members spoke. However, Zihdan and I had different arguments in some cases.

Interview 12

Cycle 2

Date : April 4th, 2013

Time : 13.23-13.40

R: Researcher

C2: Collaborator 2

- R : *Tadi apa yang terlihat saat kerja kelompok?*
- C2 : **What did you see in the group activities?**
- R : *Mereka pada kerja sama, yah walaupun ada yang banyak omong ada yang diem. Di kelompoknya Kurnia tadi itu si Kurnia sempet ngajarin temennya buat mbaca. Yang lainnya pada merhatiin.*
- C2 : **They worked cooperatively even though some of them were talkative and the others were silent. In Kurnia's group, Kurnia once taught her friends how to read the text. They paid attention to her.**
- R : *Oh, jadi kayak peer-tutoring, gitu ya?*
- C2 : **Oh, it seemed to be peer-tutoring, right?**
- R : *Ada lagi yang kamu lihat?*
- C2 : *Mereka sudah berpartisipasi ya Feb. Mungkin karena mereka sudah mulai nemuin enjoy-nya sama kamu. Jadi mereka lakuin yang kamu instruksikan. Terus, karena sudah paham ya sama role-nya masing-masing, mereka semua ngerjain tugas. Eh, bentar ya. Ada telpon.*

Interview 13

Date : April 4th, 2013

Time : 11.25-11.40

R : Researcher

Sk : Student 4

Ad : Student 5

- R : Sk. Sini, Sk!
- Sk : Apa miss?
- R : Sini Miss ajak ngobrol bentar. Masih inget nggak tadi sama Miss Febi belajar tentang apa?
- Sk : Eem. Belajar tentang hewan.
- R : Hewannya apa aja?
- Sk : *Lion, tiger, elephant, giraffe*, terus *crocodile*.
- R : Terus kalau jalan itu apa?
- Sk : Kalau jalan itu *walking*.
- R : Kalau manjat?
- Sk : Nek manjat, *climb*.
- R : Kalau lagi lari.
- Sk : *Raining*.
- R : *Running*.
- Sk : *Running*.
- R : Apa kalau lari?
- Sk : *Running*.
- R : Tadi pas pelajaran Miss Febi, seneng pas bagian apa?
- Sk : Aku seneng yaang, itu lho, yang bagian nggayain hewan-hewan.
- R : Emang tadi Sk apa gerakannya?
- Sk : Aku tuh gerakannya kuda.
- R : Oh jadi Kuda. Tadi kudanya ngapain?
- Sk : Aku tuh yang lari sama jalan.
- R : Emang Sk orang ke berapa?
- Sk : Kedua.
- R : Tadi pas ngerjain pasangan, Sk sama siapa?
- Sk : Sama Disha.
- R : Yang ngerjain siapa? Sk? Disha? Atau berdua?
- Sk : Yang nyentangin Disha, yang mikir aku sama Disha.
- R : Tadi susah nggak tugas yang nyilang nyentang tadi itu?
- Sk : Nggak.
- S2 : Susah miss.
- Sk : Yang bikin susah apa?
- Sk : Yang bikin susah, sing kono ra mikir miss.
- Ad : Aku susahnya yang no 8 gambarnya apa itu.
- Sk : Ho'oh itu juga.
- R : Oh gitu ya.
- Ad : Emosi aku mau ki.
- R : (tertawa). Oke Sekarng Ad giliran cerita deh. Tadi di pelajaran Miss Febi suka yang pas kegiatan yang mana?
- Ad : Yang binatang-binatang.
- R : Yang ngapain?
- Ad : Yang binatangnya gerak-gerak.
- R : Yang Adnya gerak-gerak seperti binatang itu. Emang Ad jadi apa?
- Ad : Jadi orang.
- R : (tertawa). Jadi apa emangnya?
- Ad : Jadi jerapah.
- R : Tadi pas Rf ikut kelompok Ad seneng nggak sih?
- Ad : Nggak. Aku mung ngomong iyo-iyu biar dia nggak marah.

- R : Rf suka marah-marahan ya?
 Sk : Iya kalau marah suka nendang, mukul.
 Ad : Kalau udah gitu nggak mau ditendang genti.
 R : Berarti Rf sama kayak Nd sama, ya? Suka nendang mukul gitu.
 Sk : Iya. Pernah gelut itu.
 Ad : Iya tapi menangan... menangan nggak tahu.
 R : (tertawa) Maksudnya menangan nggak tahu itu apa?
 Ad : Seri Miss. Bug-bug-bug udah.
 R : Oh gitu. Kalau nggak suka kelompokan sama Rf, besok Miss Febi tentuin ya kelompok-kelompoknya.
 Sk : Pokoknya Rf jangan dimasukin kelompokku sama Sk Miss.
 R : Kalau kelompokkan, sukanya mau kelompokkan sama siapa?
 Sk : Yang baik-baik.
 Ad : Sama Naufal, Bagus.
 R : Sama Zd mau nggak?
 Ad : Ya mau no. Tapi Zdnya yang nggak mau.
 R : Oh ya. Berarti besok Miss Febi tentuin kelompok-kelompoknya terserah Miss Febi ya.
 Ad : Pokoknya jangan ada Rf, Miss.
 R : Rf begitu karena di kelas Miss Febi, atau sama semua guru juga begitu?
 Ad : Sama semua guru juga begitu. Dulu Rf kan nggak naik kelas pas kelas satu, Miss.
 R : Ooh. Oke kembali lagi tentang pelajaran Miss Febi. Tapi pasangannya siapa pas kerja berpasangan?
 Ad : An
 R : Seneng nggak belajar sama An?
 Ad : Nggak yo. Sukanya kalau deket sama aku, nyontek Miss. Tapi aku diam aja.
 R : Kalau temennya mau nyontek itu berarti dia kesusahan. Coba dibantu ngajar itu temannya. Oke. Ya udah, sana, sana. Makasih ya.

Interview 14

Date: April 4th, 2013

Time: 11.52 – 11.57

R: Reasearcher

An: Siswa 6

- R : Tadi An di kerja kelompok, suka nggak?
 An : Suka.
 R : Tadi di kelompok ngapain aja?
 An : Ngomongin gerakan.
 R : An lebih suka diem ya?
 An : Iya.
 R : Siapa yang lebih sering ngomong?
 An : Ad.
 R : Sebel nggak kalau Ad ngomong terus?
 An : Nggak. Seneng aja. Kalau ngomong semua nanti yang ndengerin siapa, Miss?

Interview 15

Date: April 8th, 2013

Time: 09.04 – 09. 13

R: Reasearcher

Dn: Student 7

- R : Dn, sini Miss Febi ajak ngomong bentar. Tadi suka sama pelajarannya?
 Dn : Suka.
 R : Suka yang bagian apa?
 Dn : Nulis tentang bapak, ibu, kakakku itu, Miss.
 R : Gampang nggak tugasnya?
 Dn : Gampang.
 R : Tanya-tanya temen nggak tadi?
 Dn : Nggak. Udah bisa kok.
 R : Tadi pas kerja kelompok gimana?
 Dn : Asik.
 R : Emang ngapain di kelompok?
 Dn : Tadi aku bagian yang nempel-nempelin.
 R : Waktu Miss Febi njelasin cara mainnya, paham nggak?
 Dn : Paham Miss.
 R : Nggak bingung?
 Dn : Nggak.
 R : Tadi seneng nggak pask tugas kelompok?
 Dn : Tadi kelompokku juara 3 selesainya.

Interview 16

Date: April 8th, 2013

Time: 09.25 – 09. 32

R: Researcher

Rd: Student 8

- R : Rd, sini. Tadi belajar bahasa Inggris sama Miss Febi seneng nggak?
 Rd : Tadi pelajaran Bahasa Inggris, to Miss.
 R : He, lha emang pelajaran apa?
 Rd : Nggak kerasa kalau belajar Bahasa Inggris.
 R : Oh ya? Kerasanya tadi ngapain?
 Rd : Main-main.
 R : Suka nggak kalau main-main?
 Rd : Suka Miss. Mbok gini terus aja, Miss.
 R : Tadi belajar tentang apa?
 Rd : Family.
 R : *Mention the members of your family.* Sebutin keluarga Rendra dong!
 Rd : A Father, mother, older brother, older brother lagi. No sister.
 R : Oh. You have a father, a mother, two older brothers but you have no sisters.
 Rd : Ya. Itu maksudku, Miss. Two older brothers.
 R : Dan a mother, bukan mother.
 Rd : Ya.
 R : (tersenyum). Tadi di kelompok seneng nggak?

- Rd : Senengnya biasa aja.
 R : Maksudnya gimana itu?
 Rd : Ya seneng. Tapi ya nggak ada ketawa opo hore-hore ngono lho Miss. Ya biasa aja. Santai.
 R : Tadi ngerjain tugas kelompoknya bisa?
 Rd : Bisa. Tadi aku yang bagian nggarisin. Yang lainnya ngerjain yang lain. Ya tapi aku tetep mbantuin lho, Miss. Aku Apikan tho?
 R : Iya. Bagus. Rendra pinter. Tadi penjelasan cara mainnya berarti paham ya?
 Rd : Paham. Nggak kayak yang kemarin-kemarin.
 R : Yang bikin paham apa?
 Rd : Apa ya? Ya pas Miss Febi njelasin pada diem jadi kedengeran. Kelompokku kan tadi di belakang, Miss.
 R : Miss Febi kecepeten nggak njelasin permainannya?
 Rd : Biasa aja. Santai.
 R : Tadi hasil tugas kelompoknya gimana?
 Rd : Gimana apanya Miss? Hasilnya ya juara lima. Tapi nggak papa Miss yang penting bener semua. Tadi yang juara satu dua malah bolak-balik salah terus. Punyaku langsung bener semua.
 R : Sip.

Interview 17

- Date : 10th April, 2013
 Time : 09.07 – 09.13
 C : Collabulator
 Ag : Student 9

- R : Ag, Sini Miss Febi ajak obrol.
 Ag : Ada apa Miss?
 R : Tadi suka nggak sama pelajaran sama Miss Febi.
 Ag : Suka.
 R : Angel lagi sedih atau nggak mood gitu, nggak di kelas?
 Ag : Eem, biasa aja.
 R : Tadi kenapa Ag tumben nggak mau belajar kelompokan?
 Ag : Males Miss.
 R : Kenapa? Biasanya Angel suka kalau kerja kelompok. Miss Febi seneng lihat Ag ketawa terus di kelompok.
 Ag : Nggak papa.
 R : Nggak suka mewarnai?
 Ag : Suka.
 R : Nggak suka sama teman kelompoknya?
 Ag : Eem. Mungkin.
 R : Siapa yang nggak disenengin?
 Ag : Yang nggak disenengin, banyak. Apalagi yang cewek-cewek.
 R : Ooh. Terus?
 Ag : Itu. Penginnya ngerjain sama Miss Febi aja.
 R : (tersenyum). Maunya sama kelompok lain? Bukan yang tadi?
 Ag : Nggak. Sama Miss Febi aja.
 R : Oh, ya. Sama Miss Febi, sama teman-teman juga.
 Ag : Bener lo, Miss?

- R : Iya. Tapi besok sama Miss Kiki ya belajar kelompoknya.
 Ag : Nggak sama Miss Febi lagi, to?
 R : Kapan-kapan ya kalau belajar sama Miss Febi lagi.

Interview 18

Date : 10th April, 2013

Time : 10.24 – 10.32

R: Researcher

Tt: Student 9

- R : Miss Febi masih inget di awal Tt bilang nggak bisa bikin kartu terima kasih buat bapak ibu, Skang udah bisa belum?
 Tt : Udah.
 R : Susah nggak?
 Tt : Gampang, Miss. (malu-malu)
 R : Suka nggak sama pelajarannya?
 Tt : Suka.
 R : Yang bikin seneng di kelas apa?
 Tt : Itu. Mewarnai.
 R : Waktu Miss Febi njelasin di depan kelas, paham nggak?
 Tt : Lumayan.
 R : Kenapa? Tadi Tt ngomong sendiri sama teman ya?
 Tt : Hehe. Aku tuh awalnya bingung spidolnya mau dibuat apa, lha kok nggak dipake sih? Kok nggak mulai-mulai make spidolnya, gitu Miss.
 R : Oh. Terus jadi nggak merhatiin pelajarannya?
 Tt : Merhatiin kok Miss. Dikit. Lha tadi diajak ngobrol sama Sk.
 R : Ok. Skang kartunya mau diapain?
 Tt : Mau dikasih Ibu.
 R : (tersenyum).

Interview 19

Date : April 10th, 2013

Time : 10.56-11.02

R: Researcher

Rz: Student 10

- R : Rz, tadi seneng pas pelajarannya?
 Rz : Seneng bikin kartunya.
 R : Yang ngisi tulisan ke kartu yang belum lengkap itu, gimana?
 Rz : Gampang.
 R : Yang bikin kartu itu, Reza bikin buat siapa?
 Rz : Buat Papa Mama.
 R : Susah nggak tadi pas berbagi sama temannya?
 Rz : Tadi puter-puteran pas mau lihat kertas ucapannya yang warna-warna itu, (baca:contoh kartu ucapan).
 R : Terus?
 Rz : Tadi liat kelompok sampingku. Itu, kertasnya ditegakin jadi kelompokku juga gitu.

- R : Tadi crayonnya rebutan nggak?
 Rz : Nggak. Ditungguin kalau ada yang belum selesai.
 R : Ok, thank you ya Rz. Udah, masuk kelas lagi ya.

Interview 20

Date : April 10th, 2013

Time : 13.04- 13.17

R : Researcher

C1: Collabulator

- R : Tadi menurutmu, gimana proses pembelajarannya?
 C1 : Keseluruhan, dibandingkan kemarin, engagement-nya agak berkurang. Soalnya tadi ada siswa yang tidak mau mengerjakan karena diajak temennya tadi. Tapi secara keseluruhan, mereka sudah melakukan instruksi. Ada beberapa siswa yang tadi pengennya ngerjain sendiri, nggak mau berbagi sama temannya.
 R : Waktu presentasi?
 C1 : Terlihat kurang antusias tapi mereka mendengarkan. Menurutku udah bagus, sih. Waktu aktivitas kelompok, mereka juga nggak semata-mata menyalin karena mereka harus tahu ini ditaruh di mana, itu ditaruh di mana. Nek menurutmu sendiri, gimana?
 R : Perubahannya kelihatan banget dari setiap meeting. Semakin ke sini, mereka semakin paham dengan model pembelajarannya, strateginya seperti apa. Mereka juga sudah terbiasa dengan kegiatan berkelompok. “Miss, nanti berkelompok nggak? Ya, mbok berkelompok Miss!” Kayak gitu. Mereka sudah mulai membiasakan diri di kelompok dan menikmati asyiknya berkelompok. Walaupun, tidak bisa dipungkiri, masih ada anak yang tidak mau berkelompok dengan siapa, lalu dengan siapa. Terus juga masih ada rasa kepemilikan, “ini barangku”, seperti itu.
 C1 : Terus juga menurutku, mereka sudah terbiasa dengan teacher-nya. Mereka sudah paham kalau teacher-nya kayak gini, classroom-nya kayak apa. Jadi mereka akan belajar seperti apa.
 R : Iya, sampai mereka pun sudah sensitif kalau aku tadi diam, dia tahu kalau teacher-nya ini nggak suka kalau ramai. Terus, yang cewek-cewek itu masih suka malu-malu kalau diajak tanya jawab tapi kalau udah di kelompok, wiii kelihatan caranya kerja.
 C1 : Terus juga yang cowok, itu memang aktif ya.
 R : Iya, karena mereka aktif dan aktivitasnya membuat mereka banyak gerak, alhamdulillah aktifnya mereka termanfaatkan. Mereka malah yang sering maju di depan kelas. Terus juga sering njawab pertanyaan. Walaupun mereka tetap ya, suka ngomong sama teman-temannya. Terus si Nd, itu walaupun suka tiduran, dia ternyata merhatiin. Waktu ngerjain *task*, dia itu malah yang termasuk yang paling cepat selesai dibandingkan teman-teman lainnya. Padahal sebelum *actions*, dia itu kalau ngerjain tugas paling telat. Bu gurunya sendiri pernah ngeluh kalau si Nd itu paling telat kalau ngerjain tugas dan bahkan nggak selesai kalau ngerjain. Dan melihat kecepatan dia mengerjakan tadi, menurutku ada perubahan yang dialaminya. Menurutku itu bagus.
 C1 : Bagus itu.
 R : Uniknya lagi, Nd itu sama Vn biasanya bermusuhan. Nah aku jadiin satu kelompok. Awalnya deg-degan, “Nd sama Vn, ya”, kataku. Ternyata mereka

klop, karena anggota lainnya itu cowok. Ealah, aku ambil keputusan ini tapi sebenarnya waspada, “Duh, iki kelompokan tenanan iso akur ra yo?” dan Alhamdulillah bisa.

C1 : Hahaha, iso yo ngono?

R : Aku yo gumun. (tiba-tiba ada seorang guru di sekolah yang menyapa). Iya, bu. Lagi wawancara, Bu. Monggo.

C1 : Monggo, Bu. Feb ketoke nggone wis mulai kena matahari, pindah nggon liyane yo nggo ngobrol.

R : Ayo.

Appendix C

The Assessment of Students' Self-evaluation Questionnaire

Meeting : 1 Cycle 1
 Date : February, 21st 2013
 Number of Students : 33

No	Name	The Indicators of Engagement					Total	Category of Engagement
		F	C	R	GP	TCT		
1	Reyndra	0	0	0	0	0	0	0
2	Dhisa	4	4	3	4	3	18	fully engaged
3	Hilda	3	3	4	4	4	18	fully engaged
4	Tata	4	4	3	4	4	19	fully engaged
5	Joy	4	4	4	4	3	19	fully engaged
6	Kurnia	4	4	4	4	4	20	fully engaged
7	Pradipta	4	4	4	4	3	19	fully engaged
8	Zihdan	4	4	4	4	4	20	fully engaged
9	Titha	4	4	4	4	4	20	fully engaged
10	Zun	4	4	4	3	3	18	fully engaged
11	Alfina	4	4	4	2	3	17	fully engaged
12	Angel	3	3	3	3	2	14	fairly engaged
13	Reza	2	2	3	3	3	13	fairly engaged
14	Etty	3	3	3	3	3	15	fairly engaged
15	Fawaz	4	3	2	3	3	15	fairly engaged
1	Aditya	3	2	3	3	4	15	fairly engaged
17	Helmy	3	3	3	3	3	15	fairly engaged
18	Hidayat	3	3	3	3	3	15	fairly engaged
19	Pinsha	4	4	3	2	3	16	fairly engaged
20	Putra	3	3	3	3	3	15	fairly engaged
21	Salvina	4	3	3	2	3	15	fairly engaged
22	Sekar	3	2	3	3	3	15	fairly engaged
23	Andra	3	3	3	3	3	15	fairly engaged
24	Naufal	2	2	2	2	3	11	slightly engaged
25	Guntur	2	2	2	2	3	11	slightly engaged
26	Satrio	2	2	1	1	2	8	slightly engaged
27	Syahrul	2	2	2	2	2	10	slightly engaged
28	Bima	2	2	2	2	2	10	slightly engaged

29	Daniel	2	2	2	1	3	10	slightly engaged
30	Imam	2	2	2	2	2	10	slightly engaged
31	Ryan	2	2	2	1	2	9	slightly engaged
32	Rafli	1	1	1	1	1	5	disengaged
33	Anandha	1	2	1	1	2	7	disengaged
34	Tabah	1	1	1	1	3	7	disengaged

Results:

Category	Number of Students
FULLY ENGAGED	32%
FAIRLY ENGAGED	35%
SLIGHTLY ENGAGED	24%
DISENGAGED	9%

Indicator of Engagement	Number of Students			
	4	3	2	1
FEELING	12	9	9	3
FOCUS	11	10	10	2
RESPONSIBILITY	9	13	7	4
GROUP PARTICIPATION	10	10	7	6
TASK COMPLETION TIME	6	20	7	1

Indicators		
F	:	Feeling
C	:	Focus/
R	:	Responsibility
GP	:	Group Participation
TCT	:	Task Completion Time

Category of Students' Engagement	Score
Fully engaged	16-20
Fairly engaged	12-15
Slightly engaged	8-11
Disengaged	4-7

Meeting : 2 Cycle 1
 Date : February, 28th 2013
 Number of Students : 33

No	Name	The Indicators of Engagement					Total	Category of Engagement
		P	C	R	GP	TCT		
1	Putra	0	0	0	0	0	0	0
2	Kurnia	4	4	3	3	4	18	fully engaged
3	Reyndra	4	4	3	4	3	18	fully engaged
4	Aditya	3	3	3	3	3	15	fairly engaged
5	Alfina	3	3	3	3	3	15	fairly engaged
6	Andra	3	3	2	2	3	13	fairly engaged
7	Angel	4	4	2	3	2	15	fairly engaged
8	Bima	3	3	2	3	2	13	fairly engaged
9	Dhisa	4	3	2	3	3	15	fairly engaged
10	Etty	3	3	3	2	3	14	fairly engaged
11	Fawaz	3	3	2	2	3	13	fairly engaged
12	Helmy	2	3	3	3	2	13	fairly engaged
13	Hidayat	3	2	3	2	3	13	fairly engaged
14	Hilda	3	3	3	2	3	14	fairly engaged
15	Pinsha	3	3	3	3	3	15	fairly engaged
1	Pradipta	3	2	3	2	3	13	fairly engaged
17	Reza	2	3	3	3	2	13	fairly engaged
18	Sekar	4	3	2	3	2	14	fairly engaged
19	Tata	3	2	3	3	3	14	fairly engaged
20	Zihdan	3	3	2	3	3	13	fairly engaged
21	Anandha	3	2	2	2	2	11	slightly engaged
22	Daniel	3	2	1	2	3	11	slightly engaged
23	Guntur	3	2	2	1	3	11	slightly engaged
24	Imam	2	2	2	3	2	11	slightly engaged
25	Joy	3	2	2	2	2	11	slightly engaged
26	Naufal	2	2	2	2	3	11	slightly engaged
27	Rafli	2	2	1	1	2	8	slightly engaged
28	Ryan	3	2	2	3	1	11	slightly engaged
29	Salvina	2	3	2	2	2	11	slightly engaged
30	Satrio	2	3	2	2	2	11	slightly engaged
31	Syahrul	3	2	2	2	2	11	slightly engaged

32	Tabah	2	1	1	2	2	8	slightly engaged
33	Titha	2	2	3	2	2	11	slightly engaged
34	Zun	3	2	1	2	3	11	slightly engaged

Results:

Category	Number of Students
FULLY ENGAGED	6%
FAIRLY ENGAGED	52%
SLIGHTLY ENGAGED	42%
DISENGAGED	0%

Indicator of Engagement	Number of Students			
	4	3	2	1
FEELING	5	20	8	0
FOCUS	5	14	13	1
RESPONSIBILITY	9	17	7	1
GROUP PARTICIPATION	1	14	17	1
TASK COMPLETION TIME	3	30	9	0

Indicators		
F	:	Feeling
C	:	Focus
R	:	Responsibility
GP	:	Group Participation
TCT	:	Task Completion Time

Category of Students' Engagement	Score
Fully engaged	16-20
Fairly engaged	12-15
Slightly engaged	8-11
Disengaged	4-7

Meeting : 3 Cycle 1
 Date : March, 7th 2013
 Number of Students : 33

No	Name	The Indicators of Engagement					Total	Category of Engagement
		F	C	R	GP	TCT		
1	Salvina	0	0	0	0	0	0	0
2	Dhisa	4	3	4	4	3	18	fully engaged
3	Aditya	4	4	4	4	4	20	fully engaged
4	Kurnia	4	4	3	4	4	19	fully engaged
5	Zihdan	4	3	4	4	4	19	fully engaged
6	Reyndra	4	3	4	3	4	18	fully engaged
7	Anandha	3	3	2	3	3	14	fairly engaged
8	Angel	4	3	2	3	3	15	fairly engaged
9	Reza	3	3	3	3	3	15	fairly engaged
10	Etty	3	3	3	3	2	14	fairly engaged
11	Fawaz	3	2	2	4	4	15	fairly engaged
12	Hilda	3	3	2	2	3	13	fairly engaged
13	Tata	3	3	3	3	3	15	fairly engaged
14	Pradipta	3	3	2	3	3	14	fairly engaged
15	Putra	4	2	3	3	2	14	fairly engaged
1	Sekar	3	3	2	3	4	15	fairly engaged
17	Titha	3	3	3	3	2	15	fairly engaged
18	Zun	3	2	2	3	4	14	fairly engaged
19	Alfina	3	3	2	2	3	13	fairly engaged
20	Imam	3	3	3	2	3	14	fairly engaged
21	Rafli	2	2	2	4	4	14	slightly engaged
22	Naufal	2	3	2	2	2	11	slightly engaged
23	Guntur	3	2	2	2	3	12	slightly engaged
24	Helmy	3	2	2	2	3	12	slightly engaged
25	Hidayat	3	2	2	2	3	12	slightly engaged
26	Joy	2	2	3	2	3	12	slightly engaged
27	Satrio	3	2	2	2	1	10	slightly engaged
28	Pinsha	3	3	2	2	3	13	slightly engaged
29	Tabah	2	3	2	2	2	11	slightly engaged
30	Syahrul	3	2	2	2	3	12	slightly engaged
31	Bima	2	2	2	2	2	10	slightly engaged
32	Daniel	2	2	2	2	2	10	slightly engaged

33	Andra	2	2	2	2	3	11	slightly engaged
34	Ryan	3	2	2	2	2	11	slightly engaged

Results:

Category	Number of Students
FULLY ENGAGED	15%
FAIRLY ENGAGED	42%
SLIGHTLY ENGAGED	42%
DISENGAGED	0%

Indicator of Engagement	Number of Students			
	4	3	2	1
FEELING	9	17	7	0
FOCUS	2	19	12	0
RESPONSIBILITY	5	13	15	0
GROUP PARTICIPATION	8	9	16	0
TASK COMPLETION TIME	9	20	4	1

Indicators		
F	:	Feeling
C	:	Focus
R	:	Responsibility
GP	:	Group Participation
TCT	:	Task Completion Time

Category of Students' Engagement	Score
Fully engaged	16-20
Fairly engaged	12-15
Slightly engaged	8-11
Disengaged	4-7

Meeting : 1 Cycle 2
 Date : April, 4th 2013
 Number of Students : 32

No	Name	Indicators of Engagements					Total	Category of Engagement
		F	T	PA	CK	TCT		
1	Andra	4	2	3	2	3	15	fairly engaged
2	Bima	3	4	2	3	2	14	fairly engaged
3	Daniel	4	2	2	3	3	14	fairly engaged
4	Etty	3	2	2	4	3	14	fairly engaged
5	Fawaz	3	3	3	3	3	15	fairly engaged
6	Hidayat	3	2	3	4	3	15	fairly engaged
7	Imam	3	3	3	3	2	14	fairly engaged
8	Naufal	3	3	3	3	2	14	fairly engaged
9	Pinsha	4	2	3	2	3	15	fairly engaged
10	Pradipta	3	2	3	3	3	15	fairly engaged
11	Putra	3	3	3	3	2	14	fairly engaged
12	Reza	3	2	3	3	4	15	fairly engaged
13	Ryan	3	2	3	3	2	15	fairly engaged
14	Salvina	3	3	3	3	3	15	fairly engaged
15	Satrio	3	4	3	2	3	15	fairly engaged
1	Syahrul	3	3	2	3	3	14	fairly engaged
17	Tabah	3	3	3	2	3	14	fairly engaged
18	Aditya	4	4	4	4	4	20	fully engaged
19	Angel	4	4	4	3	4	19	fully engaged
20	Dhisa	4	3	4	3	4	18	fully engaged
21	Guntur	3	3	4	3	4	17	fully engaged
22	Helmy	4	4	4	3	3	18	fully engaged
23	Hilda	4	4	3	4	4	19	fully engaged
24	Joy	4	4	4	4	3	19	fully engaged
25	Kurnia	3	4	4	4	4	19	fully engaged
26	Reyendra	4	4	4	4	4	20	fully engaged
27	Sekar	4	4	3	4	4	19	fully engaged
28	Tata	4	4	3	4	4	19	fully engaged
29	Titha	3	4	4	4	3	18	fully engaged
30	Zihdan	3	4	3	4	4	18	fully engaged
31	Zun	4	4	4	4	3	19	fully engaged
32	Alfina	ijin	ijin	ijin	ijin	ijin	0	0
33	Anandha	ijin	ijin	ijin	ijin	ijin	0	0
34	Rafli	2	2	3	2	2	11	slightly engaged

Results:

Category	Number of Students
FULLY ENGAGED	42%
FAIRLY ENGAGED	52%
SLIGHTLY ENGAGED	3%
DISENGAGED	0%

Indicator of Engagement	Number of Students			
	4	3	2	1
FEELING	14	17	1	0
FOCUS	15	16	1	0
RESPONSIBILITY	16	19	0	0
GROUP PARTICIPATION	15	16	1	0
TASK COMPLETION TIME	12	16	4	0

Indicators		
F	:	Feeling
C	:	Focus
R	:	Responsibility
GP	:	Group Participation
TCT	:	Task Completion Time

Category of Students' Engagement	Score
Fully engaged	16-20
Fairly engaged	12-15
Slightly engaged	8-11
Disengaged	4-7

Meeting : 2 Cycle 2
 Date : April, 8th 2013
 Number of Students : 33

No	Name	The Indicators of Engagement					Total	Category
		F	C	R	GP	TCT		
1	Rafli	0	0	0	0	0	0	0
2	Aditya	3	2	4	3	3	15	fairly engaged
3	Anandha	3	3	3	2	3	14	fairly engaged
4	Andra	3	3	3	3	3	15	fairly engaged
5	Daniel	2	3	4	3	3	15	fairly engaged
6	Dhisa	3	2	4	3	3	15	fairly engaged
7	Satrio	3	3	4	2	3	15	fairly engaged
8	Syahrul	3	3	2	4	3	15	fairly engaged
9	Tabah	2	3	2	3	3	13	fairly engaged
10	Tata	4	2	4	2	3	15	fairly engaged
11	Alfina	4	4	3	4	4	19	fully engaged
12	Angel	4	3	4	4	4	19	fully engaged
13	Bima	3	4	3	4	4	18	fully engaged
14	Etty	4	4	4	3	4	19	fully engaged
15	Fawaz	3	3	4	4	4	18	fully engaged
1	Guntur	4	4	4	3	4	19	fully engaged
17	Helmy	4	4	4	4	4	20	fully engaged
18	Hidayat	4	3	4	3	4	18	fully engaged
19	Hilda	4	4	4	4	3	19	fully engaged
20	Imam	3	4	3	4	4	18	fully engaged
21	Joy	4	3	4	4	4	19	fully engaged
22	Kurnia	4	4	4	4	4	20	fully engaged
23	Naufal	4	4	4	4	4	20	fully engaged
24	Pinsha	3	4	4	4	4	19	fully engaged
25	Pradipta	4	3	4	4	4	19	fully engaged
26	Putra	3	4	4	4	4	19	fully engaged
27	Reyndra	4	4	4	4	3	19	fully engaged
28	Reza	4	4	3	4	4	19	fully engaged
29	Ryan	4	3	3	4	4	18	fully engaged
30	Salvina	4	4	4	4	4	20	fully engaged

31	Sekar	4	4	4	4	4	20	fully engaged
32	Titha	3	4	4	4	4	19	fully engaged
33	Zihdan	4	4	4	4	3	19	fully engaged
34	Zun	4	4	4	4	3	19	fully engaged

Results:

Category	Number of Students
FULLY ENGAGED	73%
FAIRLY ENGAGED	27%
SLIGHTLY ENGAGED	0%
DISENGAGED	0%

Indicator of Engagement	Number of Students			
	4	3	2	1
FEELING	19	11	3	0
FOCUS	19	13	0	0
RESPONSIBILITY	24	8	1	0
GROUP PARTICIPATION	13	9	1	0
TASK COMPLETION TIME	20	13	0	0

Indicators		
F	:	Feeling
C	:	Focus
R	:	Responsibility
GP	:	Group Participation
TCT	:	Task Completion Time

Category of Students' Engagement	Score
Fully engaged	16-20
Fairly engaged	12-15
Slightly engaged	8-11
Disengaged	4-7

Meeting : 3 Cycle 2
 Date : April, 10th 2013
 Number of Students : 33

No	Name	The Indicators of Engagement					Total	Category
		F	C	R	GP	TCT		
1	Rafli	0	0	0	0	0	0	0
2	Alfina	3	3	2	4	3	15	fairly engaged
3	Bima	3	3	3	2	3	14	fairly engaged
4	Daniel	3	2	3	3	4	15	fairly engaged
5	Etty	3	2	3	4	3	15	fairly engaged
6	Fawaz	3	2	3	3	4	15	fairly engaged
7	Guntur	2	3	4	3	2	14	fairly engaged
8	Helmy	3	3	2	3	4	15	fairly engaged
9	Hidayat	3	4	2	3	3	15	fairly engaged
10	Hilda	4	3	2	2	3	14	fairly engaged
11	Imam	3	3	2	2	4	14	fully engaged
12	Joy	3	2	3	2	3	13	fully engaged
13	Naufal	2	3	3	2	3	13	fully engaged
14	Pinsha	3	3	2	2	4	14	fully engaged
15	Pradipta	4	3	2	2	4	15	fully engaged
1	Putra	3	2	3	2	4	14	fully engaged
17	Ryan	2	2	3	3	4	14	fully engaged
18	Satrio	3	3	3	2	3	14	fully engaged
19	Syahrul	4	3	4	3	3	17	fully engaged
20	Tabah	3	3	3	2	3	14	fully engaged
21	Aditya	4	4	4	3	4	19	fully engaged
22	Anandha	4	3	4	4	4	19	fully engaged
23	Andra	4	4	4	3	4	19	fully engaged
24	Angel	4	3	4	4	4	19	fully engaged
25	Dhisa	4	4	4	3	4	19	fully engaged
26	Kurnia	4	3	4	4	4	19	fully engaged
27	Reyndra	4	4	4	4	4	20	fully engaged
28	Reza	4	3	4	4	3	18	fully engaged
29	Salvina	4	3	4	4	3	18	fully engaged
30	Sekar	4	3	4	4	3	18	fully engaged
31	Tata	3	4	3	4	3	17	fully engaged

32	Titha	4	4	3	4	3	18	fully engaged
33	Zihdan	3	3	4	4	4	18	fully engaged
34	Zun	4	3	3	4	4	18	fully engaged

Results:

Category	Number of Students
FULLY ENGAGED	42%
FAIRLY ENGAGED	58%
SLIGHTLY ENGAGED	0%
DISENGAGED	0%

Indicator of Engagement	Number of Students			
	4	3	2	1
FEELING	15	15	3	0
FOCUS	8	21	4	0
RESPONSIBILITY	18	15	0	0
GROUP PARTICIPATION	14	9	9	0
TASK COMPLETION TIME	15	14	1	0

Indicators		
F	:	Feeling
C	:	Focus
R	:	Responsibility
GP	:	Group Participation
TCT	:	Task Completion Time

Category of Students' Engagement	Score
Fully engaged	16-20
Fairly engaged	12-15
Slightly engaged	8-11
Disengaged	4-7

OBSERVATION CHECKLIST FORM

Cycle 1 meeting 1

Topic: Time

Date: February 21st, 2013

Skills: Listening

NO	TEACHER'S ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	Opening Activities			
1	Teacher greets students.	√		
2	Teacher checks whether the students are ready for the lesson or not.	√		
3	Teacher asks the students to have a prayer.		√	
4	Teacher checks students' attendance and asks the students' condition	√		
5	Teacher asks some questions related to today's lesson.	√		
6	Teacher asks the topic of the lesson.	√		Teacher also demonstrates the use of a quiet signal.
7	Teacher states the learning objective.	√		
	Presentation			
6	Teacher explains the materials by using media	√		By using a clock
7	Teacher asks students to drill the material.	√		By using a song entitled "flower clock"
8	Teacher asks comprehension questions by giving some clues to the students to answer them.		√	Teacher asks the students to sing a song by their bodies.
	Practice			
14	Teacher asks students to work in pairs.	√		
15	Teacher distributes worksheet.		√	
16	Teacher asks students to do exercises in pairs.		√	Teacher explains the roles.
17	Teacher monitors the groups by giving comments, suggestions, and offering helps.	√		
18	Teacher asks students to perform in front of the class in pairs by giving suggestions in practicing the materials.		√	
19	Teacher gives the students feedback.	√		
	Production			
19	Teacher asks the students to work in groups.	√		
20	Teacher distributes worksheets for every group.		√	
21	Teacher explains the rules of the activity.	√		
22	Teacher monitors the groups' work.	√		
	Teacher asked the students to tell the result of the group work.	√		

	Teacher gives point for the success group.	√		
	Closing			
23	Teacher summarizes the lesson.	√		
24	Teacher has a reflection.	√		
25	Teacher reviews the next material.	√		
26	Teacher closes the lesson.	√		

NO	STUDENTS' ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	A. Opening Activities			
1	Students greets teacher.	√		
2	Students answer the teacher's checking.	√		
3	The students have a prayer.		√	
4	Students answer teacher's questions.	√√		
5	Students answer teacher's questions related to today's lesson.			
6	Sudents guess the topic of the lesson.	√		
7	Students pay attention to the learning objective.	√		
	Presentation			
8	Students pay attention to the teacher's explanation about the materials .	√		
9	Students drills the material.	√		
10	Students answer comprehension questions orally guided by the given clues.	√		
	Practice			
11	Students work in pairs.	√		
12	Students receive the worksheet.	√		
13	Students do exercises in pairs.	√		
14	Students ask for the teacher's help.	√		
15	Students perform in front of the class in pairs.	√		Teacher uses a quiet signal frequently
16	Students listen to teacher's explanation.	√		
	Production			
17	Students work in groups	√		Students make a group randomly.
18	Every group receives worksheets		√	
19	Students listen to the rule of the activity	√		
20	Students asks the teacher a help.	√		
21	Students tell the result of the group work.	√		
22	the successful group gets the point.	√		The successful group celebrate their victory.
	Closing			
23	Students summarize the lesson.	√		
24	Students have a reflection.	√		
25	Students listen to the teacher's review.	√		

26	Students respond to teacher's leave-taking	√		
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OBSERVATION CHECKLIST FORM

Cycle 1 meeting 2

Topic: Time

Date: February 28th 2013

Skills: Speaking

NO	TEACHER'S ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	Opening Activities			
1	Teacher greets students.	√		
2	Teacher checks whether the students are ready for the lesson or not.	√		teacher uses the quiet signal.
3	Teacher asks the students to have a prayer.		√	
4	Teacher checks students' attendance and asks the students' condition	√		
5	Teacher asks some questions related to today's lesson.	√		Teacher reviews the previous material.
6	Teacher asks the topic of the lesson.	√		
7	Teacher states the learning objective.	√		
	Presentation			
6	Teacher explains the materials by using media	√		Teacher uses pictures and puppets and uses learning resource of "what time do you" song.
7	Teacher asks students to drill the material.	√		
8	Teacher asks comprehension questions orally by giving some clues to the students to answer them.	√		
	Practice			
14	Teacher asks students to work in pairs.	√		
15	Teacher distributes worksheets.	√		
16	Teacher asks students to do exercises in pairs.	√		
17	Teacher monitors the groups by giving comments, suggestions, and offering helps.	√		
18	Teacher asks students to perform in front of the class in pairs by giving suggestions in practicing the materials.	√		
19	Teacher gives the students feedback.			
	Production			
19	Teacher asks the students to work in groups.	√		Teacher guides every group to

				gather with their group members.
20	Teacher distributes worksheets for every group.	√		
21	Teacher explains the rules of the activity.	√		Teacher's explanation is too long. She uses quiet signal frequently to get students' attention.
22	Teacher monitors the groups' work.	√		
	Teacher asked the students to tell the result of the group work.	√		
	Teacher gives point for the success group.	√		
	Closing			
23	Teacher summarizes the lesson.	√		
24	Teacher has a reflection.	√		
25	Teacher reviews the next material.	√		
26	Teacher closes the lesson.	√		

NO	STUDENTS' ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	B. Opening Activities			
1	Students greet teacher.	√		
2	Students answer the teacher's checking.	√		
3	The students have a prayer.		√	
4	Students answer teacher's questions.	√		
5	Students answer teacher's questions related to today's lesson.	√		
6	Students guess the topic of the lesson.	√		
7	Students pay attention to the learning objective.			
	Presentation			
8	Students pay attention to the teacher's explanation about the materials.	√		Students enthusiastically sing the song.
9	Students drill the material.	√		
10	Students answer comprehension questions orally guided by the given clues.	√		
	Practice			
11	Students work in pairs.	√		
12	Students receive the worksheet.	√		
13	Students do exercises in pairs.	√		
14	Students ask for the teachers help.	√		Some students need repeated demonstration by the teacher.
15	Students perform in front of the class in pairs.			
16	Students listen to the teacher's explanation.			
	Production			
17	Students work in groups	√		Students spend much time to find

				their group members and to get their place.
18	Every group receives worksheets	√		
19	Students listen to the rule of the activity		√	Some students easily loss their attention.
20	Students asks the teacher a help.	√		Some groups compete to get the teacher's help.
21	Students tell the result of the group work.	√		
22	the success group gets the point.	√		
	Closing			
23	Students summarize the lesson.	√		
24	Students have a reflection.	√		
25	Students listen to the teacher's review.	√		
26	Students respond to teacher's leave-taking	√		

OBSERVATION CHECKLIST FORM

Cycle 1 meeting 3

Topic: Time

Date: March 7th

Skills: Reading

NO	TEACHER'S ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	Opening Activities			
1	Teacher greets students.	√		
2	Teacher checks whether the students are ready for the lesson or not.	√		
3	Teacher asks the students to have a prayer.		√	
4	Teacher checks students' attendance and asks the students' condition	√		
5	Teacher asks some questions related to today's lesson.	√		
6	Teacher asks the topic of the lesson.	√		
7	Teacher states the learning objective.	√		
	Presentation			
6	Teacher explains the materials by using media	√		
7	Teacher asks students to drill the material.	√		
8	Teacher asks comprehension questions orally by giving some clues to the students to answer them.	√		
	Practice			
14	Teacher asks students to work in pairs.	√		
15	Teacher distributes worksheet.	√		
16	Teacher asks students to do exercises in	√		

	pairs.			
17	Teacher monitors the groups by giving comments, suggestions, and offering helps.	√		
18	Teacher asks students to perform in front of the class in pairs by giving suggestions in practicing the materials.	√		
19	Teacher gives the students feedback.	√		
	Production			
19	Teacher asks the students to work in groups.	√		Teacher guides the students to find their group members and to determine their places.
20	Teacher distributes worksheets for every group.	√		
21	Teacher explains the rule of the activity.	√		Teacher asks the group representatives to listen to the teacher's explanation and to reexplain it to their groups.
22	Teacher monitors the groups' work.	√		
	Teacher asked the students to tell the result of the group work.	√		
	Teacher gives point for the success group.	√		Teacher asks students to have numbered head together activity.
	Closing			
23	Teacher summarizes the lesson.	√		
24	Teacher has a reflection.	√		
25	Teacher reviews the next material.	√		
26	Teacher closes the lesson.	√		

NO	STUDENTS' ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	C. Opening Activities			
1	Students greets teacher.	√		
2	Students answer the teacher's checking.	√		
3	The students have a prayer.		√	
4	Students answer teacher's questions.	√		
5	Students answer teacher's questions related to today's lesson.	√		
6	Sudents guess the topic of the lesson.	√		
7	Students pay attention to the learning objective.	√		
	Presentation			
8	Students pay attention to the teacher's explanation about the materials .	√		
9	Students drills the material.	√		
10	Students answer comprehension questions orally guided by the given clues.	√		
	Practice			
11	Students work in pairs.	√		

12	Students receive the worksheet.	√		
13	Students do exercises in pairs.	√		
14	Students ask for the teacher's help.	√		
15	Students perform in front of the class in pairs.	√		
16	Students listen to teacher's explanation.	√		
	Production			
17	Students work in groups	√		Students still find the difficulties to find their groups. Some groups have a battle to get their place.
18	Every group receives worksheets	√		
19	Students listen to the rules of the activity		√	Some group' representatives are difficult to explain it because they are not accustomed to speak in public.
20	Students asks the teacher a help.	√		Since they cannot get the instructions, every group competes to get the teachers' help to do the task.
21	Students tell the result of the group work.	√		Some groups are not ready to tell the result of the group.
22	The success group gets the point.	√		
	D. Closing			
23	Students summarize the lesson.	√		
24	Students have a reflection.	√		
25	Students listen to the teacher's review.	√		
26	Students respond to teacher's leave-taking	√		

OBSERVATION CHECKLIST FORM

Cycle 2 meeting 1

Topic: Animals

Date: April 4th, 2013

Skills: Listening

NO	TEACHER'S ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	Opening Activities			
1	Teacher greets students.	√		
2	Teacher checks whether the students are ready for the lesson or not.	√		
3	Teacher asks the students to have a prayer.	√		
4	Teacher checks students' attendance and asks the students' condition	√		
5	Teacher asks some questions related to today's lesson.	√		
6	Teacher asks the topic of the lesson.	√		
7	Teacher states the learning objective.	√		
	Presentation			
6	Teacher explains the materials by using media	√		Using pictures
7	Teacher asks students to drill the material.	√		
8	Teacher asks comprehension questions orally by giving some clues to the students to answer them.	√		
	Practice			
14	Teacher asks students to work in pairs.	√		
15	Teacher distributes worksheet.	√		
16	Teacher asks students to do exercises in pairs.	√		
17	Teacher monitors the groups by giving comments, suggestions, and offering helps.	√		
18	Teacher asks students to perform in front of the class in pairs by giving suggestions in practicing the materials.		√	
19	Teacher gives the students feedback.			
	Production			
19	Teacher asks the students to work in groups according to the group seating map.	√		The group seating map can support the teacher's explanation.
20	Teacher distributes worksheets to every group.	√		
	Teacher demonstrates the group roles.	√		
21	Teacher explains the rule of the activity.	√		
22	Teacher monitors the groups' work.	√		Teacher uses quiet signal to ask the students to keep silent.

	Teacher asked the students to tell the result of the group work.	√		
	Teacher gives point for the success group.	√		Teacher gives them praises.
	Closing			
23	Teacher summarizes the lesson.	√		
24	Teacher has a reflection.	√		
25	Teacher reviews the next material.	√		
26	Teacher closes the lesson.	√		

NO	STUDENTS' ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	Opening Activities			
1	Students greets teacher.	√		
2	Students answer the teacher's checking.	√		
3	The students have a prayer.	√		
4	Students answer teacher's questions.	√		
5	Students answer teacher's questions related to today's lesson.	√		
6	Sudents guess the topic of the lesson.	√		
7	Students pay attention to the learning objective.	√		
	Presentation			
8	Students pay attention to the teacher's explanation about the materials .	√		Students enthusiastically to answer the teacher's questions.
9	Students drills the material.	√		
10	Students answer comprehension questions orally guided by the given clues.	√		Most of the students raise their hand to answer the teacher's question voluntarily.
	Practice			
11	Students work in pairs.	√		
12	Students receive the worksheet.	√		
13	Students do exercises in pairs.	√		
14	Students ask for the teacher's help.	√		
15	Students perform in front of the class in pairs.	√		
16	Students listen to teacher's explanation.	√		
	Production			
17	Students listen to the teacher and seat in groups according to the map.	√		They can gather with their group members in ±3 minutes
	Every group receives worksheets			
18	Students pay attention to the teacher's demonstration.	√		They can understand the teacher's explanation.
19	Students listen to the rules of the activity			
20	Students asks the teacher a help.		√	
21	Students tell the result of the group work.	√		
22	The success group gets the point.	√		They celebrate the group

				performance happily.
	Closing			
23	Students summarize the lesson.	√		
24	Students have a reflection.	√		
25	Students listen to the teacher's review.	√		
26	Students respond to teacher's leave-taking	√		

OBSERVATION CHECKLIST FORM

Cycle 2 meeting 2

Topic: Family

Date: April 8th, 2013

Skills: Reading

NO	TEACHER'S ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	Opening Activities			
1	Teacher greets students.	√		
2	Teacher checks whether the students are ready for the lesson or not.	√		
3	Teacher asks the students to have a prayer.	√		
4	Teacher checks students' attendance and asks the students' condition	√		
5	Teacher asks some questions related to today's lesson.	√		
6	Teacher asks the topic of the lesson.	√		
7	Teacher states the learning objective.	√		
	Presentation			
6	Teacher explains the materials by using media	√		Teacher uses pictures
7	Teacher asks students to drill the material.	√		Teacher demonstrate the song entitles "finger family"
8	Teacher asks comprehension questions orally by giving some clues to the students to answer them.	√		
	Practice			
14	Teacher asks students to work in pairs.	√		
15	Teacher distributes worksheet.	√		
16	Teacher asks students to do exercises in pairs.	√		
17	Teacher monitors the groups by giving comments, suggestions, and offering helps.	√		
18	Teacher asks students to perform in front of the class in pairs by giving suggestions in practicing the materials.	√		
19	Teacher gives the students feedback.	√		
	Production			
19	Teacher asks the students to work in groups according to the group seating	√		

	map.			
20	Teacher distributes worksheets to every group.	√		
	Teacher demonstrates the group roles.	√		some students become the volunteers.
21	Teacher explains the rule of the activity.	√		
22	Teacher monitors the groups' work.	√		
	Teacher asked the students to tell the result of the group work.	√		
	Teacher gives point for the success group.	√		
	Closing			
23	Teacher summarizes the lesson.	√		
24	Teacher has a reflection.	√		
25	Teacher reviews the next material.	√		
26	Teacher closes the lesson.	√		

NO	STUDENTS' ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	Opening Activities			
1	Students greets teacher.	√		
2	Students answer the teacher's checking.	√		
3	The students have a prayer.	√		
4	Students answer teacher's questions.	√		They answer the questions enthusiastically.
5	Students answer teacher's questions related to today's lesson.	√		
6	Sudents guess the topic of the lesson.	√		
7	Students pay attention to the learning objective.			
	Presentation			
8	Students pay attention to the teacher's explanation about the materials .	√		Some students shows their gestures that they are enthusiastic.
9	Students drills the material.	√		They sing the song with a loud voices.
10	Students answer comprehension questions orally guided by the given clues.	√		Most of the students compete to answer the teacher's questions.
	Practice			
11	Students work in pairs.	√		
12	Students receive the worksheet.	√		
13	Students do exercises in pairs.	√		
14	Students ask for the teacher's help.		√	They ask their friends' helps.
15	Students perform in front of the class in pairs.		√	
16	Students listen to teacher's explanation.	√		
	Production			
17	Students listen to the teacher and seat in groups according to the map.	√		They can gather with the group members fast.

	Every group receives worksheets			They are enthusiastic to get the worksheets.
18	Students pay attention to the teacher's demonstration.	√		Some students voluntarily demonstrate the roles with the teacher.
19	Students listen to the rule of the activity	√		
20	Students asks the teacher a help.	√		A group needs the teacher's help about the division of roles.
21	Students tell the result of the group work.	√		
22	The success group gets the point.	√		
	Closing			
23	Students summarize the lesson.	√		
24	Students have a reflection.	√		
25	Students listen to the teacher's review.	√		
26	Students respond to teacher's leave-taking	√		

OBSERVATION CHECKLIST FORM

Cycle 2 meeting 3

Topic: Family

Date: April 10th, 2013

Skills: Writing

NO	TEACHER'S ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	Opening Activities			
1	Teacher greets students.	√		
2	Teacher checks whether the students are ready for the lesson or not.	√		
3	Teacher asks the students to have a prayer.	√		
4	Teacher checks students' attendance and asks the students' condition	√		
5	Teacher asks some questions related to today's lesson.	√		
6	Teacher asks the topic of the lesson.	√		
7	Teacher states the learning objective.	√		
	Presentation			
6	Teacher explains the materials by using media	√		
7	Teacher asks students to drill the material.	√		
8	Teacher asks comprehension questions orally by giving some clues to the students to answer them.	√		
	Practice			
14	Teacher asks students to work in pairs.	√		
15	Teacher distributes worksheet.	√		
16	Teacher asks students to do exercises in	√		

	pairs.			
17	Teacher monitors the groups by giving comments, suggestions, and offering helps.	√		
18	Teacher asks students to perform in front of the class in pairs by giving suggestions in practicing the materials.	√		
19	Teacher gives the students feedback.	√		Teacher uses a quiet signal to get the students' attention.
	Production			
19	Teacher asks the students to work in groups according to the group seating map.	√		
20	Teacher distributes worksheets to every group.		√	Teacher distributes worksheet to every students.
	Teacher demonstrates the group roles.		√	
21	Teacher explains the rule of the activity.	√		
22	Teacher monitors the groups' work.	√		
	Teacher asked the students to tell the result of the group work.		√	
	Teacher gives point for the success group.		√	
	Closing			
23	Teacher summarizes the lesson.	√		
24	Teacher has a reflection.	√		
25	Teacher reviews the next material.	√		
26	Teacher closes the lesson.	√		

NO	STUDENTS' ACTIVITIES	CONDITION		COMMENTS
		YES	NO	
	Opening Activities			
1	Students greets teacher.	√		
2	Students answer the teacher's checking.	√		
3	The students have a prayer.	√		
4	Students answer teacher's questions.	√		
5	Students answer teacher's questions related to today's lesson.	√		They are enthusiastic about the topic.
6	Students guess the topic of the lesson.	√		
7	Students pay attention to the learning objective.			
	Presentation			
8	Students pay attention to the teacher's explanation about the materials .	√		
9	Students drills the material.	√		
10	Students answer comprehension questions orally guided by the given clues.	√		
	Practice			
11	Students work in pairs.	√		
12	Students receive the worksheet.	√		

13	Students do exercises in pairs.	√		
14	Students ask for the teachers help.		√	Students discuss the tasks with their partners.
15	Students perform in front of the class in pairs.		√	Some students perform by writing their work.
16	Students listen to teacher's explanation.			
	Production			
17	Students listen to the teacher and seat in groups according to the map.	√		
	Every group receives worksheets	√		Every student receive the worksheet.
18	Students pay attention to the teacher's demonstration.	√		
19	Students listen to the rule of the activity	√		
20	Students asks the teacher a help.		√	Students asks the group's help.
21	Students tell the result of the group work.	√		
22	The success group gets the point.		√	Students can give the card to their parents.
	Closing			
23	Students summarize the lesson.	√		
24	Students have a reflection.	√		
25	Students listen to the teacher's review.	√		
26	Students respond to teacher's leave-taking	√		

Interview Guidelines

No	Theme	Interviewee	Purposes	Semi-guided Questions
1	Sharpening the field problems	<i>the English teacher</i>	<ol style="list-style-type: none"> 1. to find any information about the class' problems 2. to find any information about the teacher's strategies to overcome the class' problems 3. to find any information about the teacher's expectation about the changes in the class 	<ol style="list-style-type: none"> 1. Apakah yang anda rasakan saat mengajar kelas besar? 2. Permasalahan apa yang anda temukan di kelas besar? 3. Bagaimana anda mengatasinya? 4. Permasalahan apa yang belum bisa diselesaikan? 5. Which problem you think that it needs another solution? 6. Apakah harapan anda tentang kelas ini?
2	the planning	<i>the English teacher</i>	<ol style="list-style-type: none"> 1. To identify the aspects of students' learning to be changed 2. To get her comments about the preparation of the implementation 	<ol style="list-style-type: none"> 1. Problematika apa yang paling mendesak untuk diubah di kelas ini? 2. Apa yang harus kita lakukan untuk mengubahnya? 3. Apa yang kita perlukan untuk mengimplementasikanya? 4. Apa yang perlu kita antisipasi dalam mengimplementasikan <i>action</i> tersebut? 5. Apa harapan anda di siklus ini?
3	The reflection of the implemen-tations	<i>the English teacher and the collaborator</i>	<ol style="list-style-type: none"> 1. To get the opinions of the interviewee about the implementation 2. To evaluate the implementation of the action research 3. To discuss about the plan of the next cycles (if they are needed) 	<ol style="list-style-type: none"> 1. Apa pendapat anda tentang pembelajaran hari ini? 2. Strategi apa yang perlu kita teruskan di aksi berikutnya? 3. Strategi apa yang perlu kita perbaiki lagi? 4. Apakah harapan anda di siklus berikutnya?

		<i>The students</i>	<ol style="list-style-type: none"> 1. To get the students' opinion about the implementation 2. To clarify the students' actions during the process of the implementation 3. 	<ol style="list-style-type: none"> 1. Apakah kamu senang dengan pelajaran hari ini? 2. Apa yang tidak kamu suka dengan pelajaran hari ini? 3. Apa yang kamu suka dengan pelajaran hari ini? 4. Apa yang kamu lakukan di kelompokmu? 5. Mengapa kamu (misal, tidak mengerjakan tugas dengan kelompokmu?)

Evaluasi Diri Siswa

Tanggal :
 Nama :
 Anggota Kelompok :

Lingkari jawaban yang sesuai dengan yang kamu alami di kelas ini. Tidak ada jawaban yang benar atau salah.

No	PERTANYAAN	PILIHAN JAWABAN			
1	Apa yang kamu rasakan selama Belajar berkelompok?	Aku gembira	Aku cukup senang	Aku tidak merasa tertarik	Aku bosan
		a	b	c	d
2	Apakah kamu bisa menjaga fokusmu selama pembelajaran?	Ya. aku selalu mendengarkan Instruksi guru. Aku mengerjakan tugas bersama teman sekelompok.	Ya. aku sering mendengarkan instruksi guru. Tapi sekali aku diingatkan untuk mengerjakan tugas bersama teman sekelompok.	Ya. aku kadang-kadang mendengar-kan instruksi guru. Aku juga seringkali diingatkan mengerjakan tugas bersama teman sekelompok.	Tidak. Aku tidak pernah mendengar-kan instruksi guru. Aku tidak mengerjakan tugasku.
		a	b	c	d
3	Bagaimana tanggung jawabmu dalam mengerjakan tugas?	Aku menyelesaikan pekerjaanku.	Aku sekali diingatkan untuk menyelesaikan pekerjaanku.	Aku seringkali diingatkan untuk menyelesaikan pekerjaanku.	Aku tidak menyelesaikan pekerjaanku.
		a	b	c	d
4	Bagaimana partisipasimu selama diskusi kelompok?	Aku selalu berpartisipasi dalam diskusi kelompok.	Aku beberapa kali berpartisipasi diri dalam diskusi kelompok.	Aku sekali berpartisipasi dalam diskusi kelompok.	Aku tidak pernah berpartisipasi dalam diskusi kelompok.
		a	b	c	d
5	Bagaimana kecepatanmu dalam menyelesaikan tugas?	Aku bisa menyelesaikan tugas sebelum batas waktu.	Aku bisa menyelesaikan tugas tepat waktu.	Aku bisa menyelesaikan tugas saat waktu diperpanjang.	Aku tidak bisa menyelesaikan tugas hingga akhir pelajaran
		a	b	c	d

COURSE GRID FOR CYCLE I

Standard of Competency: Mendengar

5. Memahami instruksi sangat sederhana dalam konteks kelas.

Basic Competency	Indicators	Material				Teaching-Learning Activity	Cooperative Learning Elements	Media
		Topic	Function	Structure	Vocabulary			
5.1 Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan.	Students are able to: 1. move their hands as the clock's hands based on the song. 2. move one hand with his/her partner'as the clock's hands based on the instruction. 3. move their hands as the clock's hands based	Time	Giving instruction : -Raise your hour hand! - Show your minute hand! -It's a quarter past eight. show it with your hands!	Imperative sentence: V + pronoun + O Possesive Pronoun: Your + O	Number: one – twelve Times: - a half past - a quarter past - a quarter to Verb: Show raise Parts of Clock: The hour	Presentation 1. Teacher shows a clock. 2. Teacher introduces new vocabulary about time. 3. Teacher checks students' comprehension. 4. Teacher demonstrates the song entitled "Circle Clock Song". 5. Students sing the song. 6. Teacher asks students to move their left and right hands while singing the song. Practice 7. Teacher asks students to	Individual/Group Accountability: Assigning partners the roles of the hour hand and the short hand Positive Interdependence: - Role interdependence - Reward interdependence - Celebration interdependence Social Skills/Face to Face Interaction: Appreciating group	a clock

	on the instructionab out time.				hand, The minute hand	<p>work in pairs.</p> <p>8. Students work in pairs.</p> <p>9. Teacher explains the rules of the game:Partner Body Clock Game</p> <p>10. Students discuss the division of roles as the hour hand and the minute hand.</p> <p>11. Students listen to the teacher's instruction such as "raise your hands like quarter past eight."</p> <p>12. Students show the answers by using their hands.</p> <p>13. Teacher checks the answers.</p> <p>14. The success partner is allowed to sit down while the failed one has to stand up untill they could answer it correctly.</p> <p>15. Teacher gives feedback.</p>	achievement	
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						<p>Production</p> <p>11. Teacher asks students to work in groups.</p> <p>12. Students work in groups.</p> <p>12. Teacher explains the rules of the game: Group Body Clock Game</p> <p>13. Students in a group listen to the teacher's instructions.</p> <p>14. The group member make movements altogether.</p> <p>15. The group with the correct answers get the reward of sitting down. The group with the wrong answers get the punishment of standing up.</p>		
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Standard of Competency:

6. Berbicara

Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

Basic Competency	Indicator	Learning Material				Teaching-Learning Activities	Cooperative Learning Elements	Media
		topic	Function	Structure	Vocabulary			
6.1 Berbicara untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: meminta ijin, memberi ijin, menyetujui, tidak menyetujui, menyangkal, dan	Students are able to: 1. imitate the dialog about asking for and giving information about time. 2. use expressions to ask for information about time. 3. use expressions to give information about the time.	daily activities - es	a. Asking for information e.g: What time do you wake up? ['wat 'tɑm 'du: 'ju: 'weɪk 'əp?] b. giving information e.g: I wake up at a quarter past six. ['ɑ: 'weɪk 'əpət ə	Simple present tense: S + V/Vs + O + adv.of time Question: What time + do + S + V? Verb: - wake up - sleep - go to school	Number: one – twelve Time: - a half past - a quarter past - a quarter to Verb: - wake up - sleep - go to school	Presentation 1. Teacher reviews the previous material about time. 2. Teacher introduces new vocabulary about daily activities by using the pictures. 3. Students listen to the teacher's explanation about the vocabulary. 4. Teacher demonstrates the dialog by using puppets. 5. Teacher invites some students to demonstrate the dialog with the puppets.	Individual/Group Accountability: -Assigning each student the roles as the interviewer and interviewee. - Assigning one student in each group the role of checker. Positive Interdependence: - goal interdependence - reward interdependence Social Skills/Face to	A clock, worksheets, puppets, personal cards, a rope

meminta kejelasan, meminta dan memberi informasi.			'kwətər 'pæst 'sɪks.]		- be back home -do home- work	<p>Practice</p> <p>6. Teacher distributes the worksheet about the table of daily activities and the partner's daily activity.</p> <p>7. Students work in pairs.</p> <p>8. Teacher explain the Cooperative activities:</p> <p>Think-Pair-Share</p> <p>a. Students draw the clock hands based on their times of daily activities. (Think)</p> <p>b. students interview their partner. (Pair)</p> <p>c. Teacher asks students to share their result of interview about time to the class. (Share)</p> <p>Production</p> <p>9. Teacher asks students to make a group of 5-6.</p> <p>10. Students make a group based on the lottery</p>	<p>Face Interaction:</p> <p>-speaking and listening to the others</p>	
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						<p>number.</p> <p>11. Teacher distributes the worksheet about the daily activities of the group members.</p> <p>12. Teacher explains the activity: Three-step interview</p> <p>13. Every group chooses one person as the checker.</p> <p>14. Each group member chooses their partner to interview each other.</p> <p>15. Each group member changes the partner to interview each other.</p> <p>16. The checker asks the question to every member about their daily activities.</p> <p>17. The group member who succeed to answer the questions get the reward to tie their personal card</p>		
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						<p>to the rope.</p> <p>18. The group who can tie all the members' card get the stiker reward.</p>		
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Standard of Competency:
Membaca

7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas.

Basic Competency	Indicators	Learning Material				Teaching-Learning Activities	Cooperative Learning Elements	Media
		topic	function	Structure	Vocabu-lary			
7.1 Membaca nyaring dengan ucapan yang tepat dan berterima yang melibatkan : kata, frasa, dan kalimat sangat sederhana	Students are able to: 1. Read the time aloud correctly. 2. Read the sentences aloud correctly. 3. Read the text aloud correctly.	Daily Activities	Describing activities Example: <i>Tony's Daily Activities</i> <i>Tony is a student. In the morning, he wakes up at six o'clock. He goes to school at a half past six. He is back</i>	Simple Present Tense: S + V/Vs + O/Adv Pronoun: He or She	Number: one – twelve Time: a half past [ə 'hæf 'pæst], a quarter past [ə 'kwɔtər 'pæst], a quarter to [ə 'kwɔtərtə] Verb: wake up ['weɪk 'əp], sleep [sli:p], go to school ['gʊtə 'sku:l], be	Presentation 1. Teacher reviews the previous material about time and daily activities. 2. Teacher introduces vocabulary and grammar. 3. Students listen to the teacher's explanation. 4. Teacher checks students' comprehension. 5. Teacher read a passage aloud. 6. Teacher asks student to imitate the teacher's	Individual/Group Accountability: -Assigning each student the person with number. Positive Interdependence: - goal interdependence -task interdependence -role interdependence - reward interdependence Social Skills/Face	pictures

		<p><i>home at a quarter to one. In the evening, he does his homework at seven o'clock. He sleeps at nine o'clock.</i></p> <p>'təʊni: ɪz ə 'dɪlədʒənt 'stu:dənt/ 'ɪndə 'mɔ:rnɪŋ/ 'hi: 'weɪks 'əpət 'sɪks [o'clock.] 'hi: 'gu:stə 'sku:lət ə</p>		<p>back home ['bæk 'həʊm], do homework [du: 'həʊm, wɜ:k]</p> <p>Character: Lazy ['leɪzi:], diligent ['dɪlədʒənt], smart ['smɑ:t]</p>	<p>pronunciation and stress about the passage.</p> <p>7. Teacher checks students' comprehension.</p> <p>Practice</p> <p>8. Teacher asks students to work in pairs.</p> <p>9. Students practice to read the text aloud with their partner.</p> <p>10. Teacher calls out some students to present his/her work to the entire class.</p> <p>11. Teacher gives feedback.</p> <p>Production</p> <p>12. Teacher asks students to make a group.</p> <p>13. Teacher distributes some reading texts</p>	<p>to Face Interaction: -speaking and listening to the others. - decision-making - Appreciating group achievement</p>	
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			'hæf 'pæst 'sɪks/'hi: kams 'bæk 'hoʊmət ə 'kwɒtərtə 'wən/ 'ɪndi: 'i:vniŋ/'hi: 'dɒʊz (h)ɪz 'hoʊm ,wɜ:k ət 'sevən [o'clock.]/ hi: 'sli:psət 'naɪn [o'clock.]/			to every group. 14. Teacher explains about <u>Rally Table:</u> 15. Every group discusses about the text they choose to read. 16. Every group to determines the person number 1-6 17. Person number 1 read the first sentence aloud to Person number 2. Person number 2 read the first and second sentence to Person number 3. The same instruction for next member. 18. Teacher calls out the member's number randomly in <u>Numbered Head Together.</u> a. Teacher asks the members to read		
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						<p>the text aloud.</p> <p>b. Teacher gives stiker as the group rewad for the member who could read the text correctly.</p>		
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COURSE GRID OF CYCLE 2

Standard of Competency

5. Mendengarkan

Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas

Basic Competency	Indicator	Material				Teaching-Learning Activities	Cooperative Learning Element	Media
		Topic	Function	Key Structure	Vocabulary			
5.1 Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan	The students are able to: 1. imitate the teacher's pronunciation 2. Sign the pictures correctly based on the teacher's instruction. 3. Move their body based on the teacher's instruction..	Animals	Responding instruction: Let's Jump, Let's run, Let's walk, Let's swim, Let's climb.	Let's + verb infinitive	Animals: A zebra A tiger A bird A lion A horse A monkey An elephant Movements: to jump, to run, to walk, to swim	Presentation 1. Teacher shows pictures of animals and gives explanation to the students 2. Teacher introduces new vocabulary about animals by using the pictures. 3. Students listen to the teacher's explanation about the vocabulary. 4. Teacher introduce new vocabulary about movement by using pictures. 5. Students listen to the teacher's explanation about the vocabulary. 6. Teacher checks students' comprehension.	Individual Accountability: Representing the group to respon the teacher's instuction individually. Positive Interdependence: Goal interdependence Social Skills/Face to Face Interaction: Practicing socials skills to appreciate	Pictures

					<p>Practice</p> <p>7. Teacher asks students to work in pairs.</p> <p>8. Teacher distributes the worksheet.</p> <p>9. Teacher explains the rules of the activity: “Listen and Sign” activity</p> <p>10. Students work in pairs</p> <p>11. Students listen to the teacher’s instructions, such as “jump!”. “Run!”</p> <p>12. Students discuss the answer with his/her partner by giving thick to the pictures.</p> <p>13. Every couple sign the corresponded pictures based on the instruction.</p> <p>14. Teacher and students check the answers.</p> <p>Production</p> <p>7. Teacher asks students to work in group.</p> <p>8. Every group discusses the animal movements based on their own styles.</p>	<p>the others.</p> <p>Practicing communication skills, namely speaking and listening to the others.</p>	
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						<p>9. Every group determines the group members as the person number 1 to 5.</p> <p>10. Teacher explains the rules of the game: Numbered Head Together (NHT).</p> <p>11. Teacher calls out the person number 1,2,3,4, or 5 in every group to come forward.</p> <p>12. Students respond to the teacher's instruction such as "let's jump, let's run".</p> <p>9. The person number 1,2,3,4 or 5 to respond the instruction by performing their movements.</p> <p>10. Teacher gave praises for their performance.</p>		
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Standard of Competency

Membaca

15. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas.

Basic Competency	Indicator	Learning Materials				Teaching-Learning Activities	Cooperative Learning Element	Media
		Topic	Text Type	Key Structure	Vocabulary			

7.1 Memahami kalimat dan pesan tertulis sangat sederhana.	The students are able to: 1. Thick the pictures based on the text. 2. Write the name of their family members to complete the sentence. 3. Draw family tree based on the passage.	Family	<p>Generic Structure of Descriptive Text:</p> <p>- Identification - Description</p> <p>Describing Families text</p> <p>It is about my Family. My father is Mr. Seto. My mother is Mrs. Sari. My older brother is Reno. My older sister is Vika and my younger brother is Reynold.</p>	<p>Possesive Pronoun:</p> <p>e.g My mother, My older brother.</p> <p>Simple Present Tense: S + to be (is, am, are) + C</p> <p>e.g. My father is Mr. Ahmad. My older brother is Seto.</p> <p>Degree of Compari son:</p> <p>- Comp arative degree</p>	<p>Family Father Mother Sister Brother Grandmother Grandfather</p> <p>Age: Young Old</p>	<p>Presentation</p> <ol style="list-style-type: none"> 1. Teacher shows pictures of family members and gives explanation to the students 2. Teacher introduces new vocabulary about families by using the pictures. 3. Students listen to the teacher's explanation about the vocabulary. 4. Teacher demonstrates the song entitled "Finger family". 5. The Students sing the song. <p>Practice</p> <ol style="list-style-type: none"> 6. Teacher distributes every student a worksheet. 7. Teacher asks students to work with her tablemate. 8. Teacher explains the instruction of the activity: 	<p>Individual Accountability: Doing the job based on his/her role in <i>Drawing Family Tree Project</i>.</p> <p>Positive Interdependence: Role interdependence</p> <p>Social Skills/Face to Face Interaction: Practicing the skills to ask for and give help to the others.</p> <p>Practicing listening to the others.</p>	Pictures, worksheets
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				Adj + er Superlative degree Adj + est e.g younger, oldest		a. In the first exercise, the student reads a text and gives thick to the pictures related to the text. b. In the second exercise, the student writes the name of his/her family members in the incomplete sentences. Production 9. Teacher asks students to work in groups of 5-6 members. 10. Students make a group by the guidance of Group Seating Map. 11. Teacher distributes the worksheets. 12. Teacher explains about “ Drawing Family Tree Project ”: 13. Every group discusses the division of roles,		
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						<p>namely the pictures managers, the pictures adhere, the line maker, and the illustrator.</p> <p>14. Group members do their roles in Drawing Family Tree based on the description of the text about a family.</p> <p>a. The group submit the tasks after 15 minutes.</p> <p>15. Teacher checks their works.</p>		
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Standard of Competency

8. Menulis

Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas

Basic Competency	Indicator	Material				Teaching-Learning Activites	Cooperative Learning Elements	Media
		topic	Functional Text	Key Structure	Vocabu-lary			
8.1 Menyalin tulisan bahasa	Students are able to: 1. mention the parts of	Family	Thank you cards Generic Structure: 1. Address and date	Possesive Pronoun: e.g your care,	Noun: care, love, patience,	Presentation 1. Teacher reviews the previous material. 2. Teacher shows the	Individual Accountability: Doing the individual task in	Poster of thank you cards,

<p>Inggris sangat sederhana a secara tepat dan berterima seperti ucapan selamat dan pesan tertulis</p>	<p>thank you card. 2. Complete the fill-in-the blank thank you card. 3. Copy the thank you text.</p>	<div> <p>2. Greeting (Dear, ...) 3. Introduction: Saying thank 4. Body: Indication of enjoyment for giving thank 5. Conclusion 6. Closing 7. (with love, love from, best wishes, warmest wishes) 8. Signature</p> <hr/> <p><i>Sleman, April 6th 2013</i></p> <p><i>Dear Mom and Dad,</i></p> <p><i>Thank you for being my Mom and Dad. I am happy to get your love, your care, your patience, and your kisses. I love you.</i></p> </div>	<p>your love</p> <p>Simple Present Tense: S + V + O e.g I love you</p>	<p>kisses</p> <p>Family Members: Mom, Dad</p>	<p>poster of thank you card to the students.</p> <p>3. Teacher explains the parts of thank you card 4. Students listen to the teacher's explanation.</p> <p>Practice 5. Teacher asks the students to work in pair. 6. Teacher distributes worksheets for every student. 7. Students complete the fill-in the-blank thank you cards. 8. Teacher and students check the answers</p> <p>Production 9. Teacher asks students to work in group of 5 or 6. 10. Teacher distributes a paper to every</p>	<p>the limited time.</p> <p>Positive Interdependence: Resource-independence (the materials)</p> <p>Social Skills/Face to Face Interaction: Practicing social skills by sharing and saying thank you.</p>	<p>Worksheet, a copied sheet of thank you cards.</p>
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			<p><i>With love, Arin</i></p> <hr/>			<p>student.</p> <p>11. Teacher gives thank you cards example to every group.</p> <p>12. Teacher explains the instruction of the task: Making Thank You Card</p> <ul style="list-style-type: none"> - The students discuss the strategy to share the color pencils. - The students copy one example of thank you cards. - The students decorate the card as beautiful as they can. <p>13. Teacher collects the card.</p> <p>14. Teacher asks the students to give the card to their parents.</p>		
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Pertemuan I Siklus 1

Identitas Sekolah

Nama : SD N Adisucipto II
 Kelas : IV
 Aspek/Keterampilan : Mendengarkan
 Topic : Time
 Allocation : 2 x 35 menit
 Number of students : 34 anak

A. Standar Kompetensi **Mendengarkan**

5. Memahami instruksi sangat sederhana dalam konteks kelas.

B. Kompetensi Dasar 5.1 Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan.

C. Tujuan Pembelajaran Setelah kegiatan pembelajaran, siswa dapat merespon instruksi secara berterima.

D. Indikator

Siswa mampu:

1. Menunjukkan jam dengan mengarahkan jarum panjang dan pendek dengan benar.
2. Merespon lagu dengan menggerakkan tangan seperti jarum jam dengan tepat.
3. Merespon instruksi dengan menggerakkan satu tangannya bersama tangan pasangannya sebagai jarum jam.
4. Merespon instruksi dengan menggerakkan kedua tangannya.

E. Materi

1. *Vocabulary*

Pembelajaran

Number: one – twelve

Telling Time:



a half past



a quarter past



a quarter to

Parts of Clock:

- *The hour hand*
- *The minute hand*

Verb:

Show

Raise

Example:

1. It's a quarter past eight. show it with your hands!



2. raise your hour hand.



3. Show your minute hand.



2. Lagu

Circle Clock Song

(The original song title: Flower Clock Song)

*There once was a clock that could tell you the hour
 Tell you the time of day
 Show you when to eat and show you when to sleep
 And gives you lots of time to play
 It goes tick-tock a half past twelve, tick-tock a half past one,
 tick-tock a half past two, tick-tock a half past three, tick-tock a half past
 four, tick-tock a half past five, tick-tock a half past six
 a half past seven
 a half past eight tick-tock, a half past nine tick-tock, a half past ten tick-
 tock, a half past eleven.*

*There once was a clock that could tell you the hour
 Tell you the time of day
 Show you when to eat and show you when to sleep
 And gives you lots of time to play
 It goes a quarter past 1, a quarter past 2, a quarter past 3,
 a quarter past 4, a quarter past 5, a quarter past 6, a quarter past 7.
 a quarter past 8, a quarter past 9, a quarter past 10, a quarter past 11.*

Source: Learning to Tell Time -The Flower Clock Children's Song

http://www.youtube.com/watch?v=LMjcZO-WTqg&feature=player_embedded

B. Metode

PPP (Presentation, Practice, Production)

C. Elemen

For Partner Body Clock Game

Pembelajar

- *Divide the roles as the minute and the hour hand*

-an

- *Listen to the teacher's instruction and respond it by showing the time*

Kooperatif

with your left and right hands

- **Individual/Group Accountability:** *Assigning partners the roles of the hour hand and the short hand*

- **Positive Interdependence:** *Role interdependence*

For Group Body Clock Game

1. Show the two hands as the minute and hour hands

2. Check the group has the same and correct answer

- **Positive Interdependence:** *reward interdependence, celebration interdependence*

- **Social Skills/Face to Face Interaction:** *appreciating group achievement*

D. Langkah-langkah Kegiatan

Kegiatan Awal

1. Guru menyapa siswa.
2. Guru memeriksa kesiapan siswa untuk memulai pelajaran.
3. Guru mengajak siswa berdoa bersama.
4. Guru memeriksa kehadiran siswa.
5. Guru memberikan pertanyaan berkaitan dengan pembelajaran hari ini.
6. Guru menjelaskan tujuan pembelajaran.

Presentation

1. Guru menunjukan jam dan mengajukan tanya jawab tentang jam.
2. Guru meminta siswa mengingat kembali materi jam di menit 12 di kelas 3.
3. Guru menjelaskan materi baru tentang jam di menit 15, 30, dan 45 menggunakan jam tersebut.
4. Guru mendemonstrasikan lagu “Circle Clock Song”
5. Guru meminta siswa menyanyikan lagu tersebut.
6. Guru mengecek pemahaman siswa tentang materi dengan tanya jawab dengan kedua tangan.

Practice

7. Guru meminta siswa menggerakkan kedua tangannya ketika menyanyikan lagu.
8. Guru meminta siswa bekerja berpasangan.
9. Guru menjelaskan peraturan permainan: *Partner Body Clock Game*
10. Guru meminta setiap pasangan membagi peran menjadi jarum menit dan jarum detik.

11. Guru memberikan instruksi dan siswa merespon dengan gerakan tangan.
12. Guru mengizinkan pasangan dengan jawaban yang benar untuk duduk.
13. Guru meminta pasangan dengan jawaban yang salah untuk menjawab pertanyaan selanjutnya hingga gerakan yang ditunjukkan benar.

Production

14. Guru meminta siswa bekerja berkelompok.
15. Guru menjelaskan peraturan permainan : *Group Body Clock Game*
16. Guru memberi tiap kelompok instruksi.
17. Guru mengizinkan kelompok dengan jawaban yang benar untuk duduk.
18. Guru meminta kelompok dengan jawaban yang salah untuk menjawab pertanyaan selanjutnya hingga gerakan yang ditunjukkan benar.
19. Guru meminta tiap kelompok berkompetisi menjawab dengan gerakan benar.

Kegiatan Akhir

20. Guru memberikan masukan tentang pembelajaran hari ini
21. Guru mengajak siswa merefleksi pembelajaran hari ini
22. Guru memberikan gambaran pelajaran selanjutnya.
23. Guru menutup pelajaran

E. Media Jam dinding
Pembelajaran

F. Sumber 1. *Clever Book* by MGMP Depok, Sleman.
Belajar 2. *Games for Children*, Gordon Lewis and Gunther Bedson, Oxford
University Press.

G. Penilaian Teknik : Observasi
Bentuk : Performance
Instrumen:

Indikator	nama		
Menunjukkan jam dengan mengarahkan jarum panjang dan pendek dengan benar.			
Merespon lagu dengan menggerakkan tangan seperti			

jarum jam dengan tepat.			
Merespon instruksi dengan menggerakkan satu tangannya bersama tangan pasangannya sebagai jarum jam.			
Merespon instruksi dengan menggerakkan kedua tangannya.			

Sleman, Februari 2013

Guru Mata Pelajaran,

Peneliti,

Riki Sulistiawati, S. Pd

Febi Puspitasari

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Pertemuan II Siklus 1

Identitas Sekolah

Nama : SD N Adisucipto II
 Kelas : IV
 Aspek/Keterampilan : Berbicara
 Topic : Daily Activities
 Allocation : 2 x 35 menit
 Number of students : 34 anak

A. Standar Kompetensi

6. Berbicara

Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

B. Kompetensi Dasar

6.1 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: meminta ijin, memberi ijin, menyetujui, tidak menyetujui, menyangkal, dan meminta kejelasan, meminta dan memberi informasi.

C. Tujuan Pembelajaran

Setelah kegiatan pembelajaran, siswa dapat menggunakan ungkapan meminta/memberi informasi tentang waktu secara akurat, lancar, dan berterima.

D. Indikator

Siswa mampu:

1. menirukan dialog tentang meminta dan memberi informasi tentang waktu.
2. menggunakan ungkapan meminta informasi tentang waktu dengan tepat.
3. menggunakan ungkapan memberi informasi tentang waktu dengan tepat.

E. Materi
Pembelajaran

1. *Language Function*

a. Asking for information

e.g: What time do you wake up?

[ˈwɒt ˈtaɪm ˈduː ˈjuː ˈweɪk ˈəp?]

b. Giving information

e.g: I wake up at a quarter past six.

[ˈaɪ ˈweɪk ˈəp ət ə ˈkwɔːtər ˈpæst ˈsɪks.]

2. *Vocabulary*

Number: one – twelve

Times: a half past, a quarter past, a quarter to

Verb:

wake up, sleep, go to school, be back home, do homework

3. *Grammar*

Simple present tense: S + V/Vs + O + adv.of time

Question form :What time + do + S + V?

Song:

“What Time” Song

What time do you wake up, wake up, wake up,

What time do you wake up? A quarter past five.

What time do you go to school, go to school, go to school,

What time do you go to school? A half past six.

What time do you do homework, do homework, do homework.

What time do you do homework? Seven o'clock.

Adopted from the song entitled “Wheels on the Bus”

- E. Metode PPP (Presentation, Practice, Production)
- F. Elemen For Think-Pair-Share
- Pembelajaran
- an
- Kooperatif
1. *Fill the schedule table based your daily activities*
 2. *Think. Think about the way to read the time*
 3. *Pair. Make a dialog about Daily Activities*
 4. *Share. Tell to the class about your Daily Activities by answering the teacher's question*
- **Individual/Group Accountability** Assigning each student the roles of the interviewer and interviewee.
 - **Positive Interdependence:** resource interdependence
 - **Social Skills/Face to Face Interaction:** speaking and listening to the others



For Three Step Interview

Choose your partner and then change your partner. In the final interview, the checker will ask every group member a question.



- **Individual/Group Accountability:** Assigning each student the roles of the interviewer and interviewee and the checker.
- **Positive Interdependence:** goal interdependence, reward interdependence
- **Social Skills/Face to Face Interaction:** speaking and listening to the others

G. Langkah-langkah Kegiatan

Kegiatan Awal

1. Guru menyapa siswa.
 2. Guru memeriksa kesiapan siswa untuk memulai pelajaran.
 3. Guru mengajak siswa berdoa bersama.
 4. Guru memeriksa kehadiran siswa.
 5. Guru memberikan pertanyaan berkaitan dengan pembelajaran hari ini.
- Guru menjelaskan tujuan pembelajaran.

Presentation

6. Guru memperkenalkan kosakata tentang *daily activities* dengan gambar.
7. Guru mendemostrasikan dialog dengan *puppets*
8. Guru meminta beberapa siswa untuk mendemonstrasikan dialog dengan *puppets*.

Practice

9. Guru mendistribukan lembar kerja tentang *daily activities* dan lembar tabel tentang *daily activities* milik pasangan masing-masing.
10. Guru menjelaskan aktivitas kooperatif: Think-Pair-Share
11. Guru meminta siswa menggambar jarum jam berdasarkan *daily activities* milik mereka.
12. Guru meminta siswa bekerja berpasangan.
13. Guru meminta siswa mewawancarai pasangannya.
14. Guru meminta siswa menjawab pertanyaan guru tentang hasil wawancara mereka.

Production

15. Guru meminta siswa membuat kelompok terdiri dari 5-6 orang.
16. Guru membagikan lembar kerja tentang *daily activities* pada tiap anggota kelompok.
17. Guru menjelaskan aktivitas kooperatif: **Three-step interview**
18. Guru meminta tiap kelompok menentukan satu anggotanya sebagai *the checker*.
19. Guru meminta tiap anggota kelompok memilih pasangannya untuk diwawancarai.
20. Guru meminta tiap anggota kelompok mengganti pasangan wawacaranya.
21. Guru meminta *the checker* memberikan pertanyaan kepada tiap anggota kelompok tentang waktu *daily activities* yang mereka dapatkan.
22. Guru meminta *the checker* memberikan penghargaan kepada anggota kelompok yang berhasil menjawab pertanyaan dengan menalikan kartu personalnya dengan tali.

Kegiatan Akhir

23. Guru memberikan masukan tentang pembelajaran hari ini.
24. Guru mengajak siswa merefleksi pembelajaran hari ini.
25. Guru menutup pelajaran.

H. Media Jam dinding, wayang, kartu personal
 Pembelajaran

- I. Sumber Belajar
1. *Clever book* by MGMP Depok, Sleman.
 2. *Cooperative Learning and Task-Based Learning*, Ade Tuty Anggraeni, Januari 2010, diunggah dari <http://imoed-forum.blogspot.com>.
- J. Penilaian
- Teknik: Observasi
- Bentuk : Performance
- Instrumen:

Indikator	nama		
menirukan dialog tentang meminta dan memberi informasi tentang waktu.			
menggunakan ungkapan meminta informasi tentang waktu dengan tepat.			
menggunakan ungkapan memberi informasi tentang waktu dengan tepat.			

Sleman, Maret 2013

Guru Mata Pelajaran,

Peneliti,

Riki Sulistiawati, S. Pd

Febi Puspitasari

Kegiatan

1. Listen and Repeat



A. Think- Draw the time's hands based on your daily activities. Practice individually to say the times.

Daily Activities	Time
	
	
	
	

26. Pair - Ask Your Friend about their Daily Activities
Share – Tell to the Class about Your Daily Activities
(Tanya temanmu tentang kegiatan sehari-hari mereka)











27. *Three-Step Interview*

We are group number:

The Interviewer:		The Checker:
1.	3.	1.
2.	4.	

ASK YOUR GROUP MATE ABOUT THEIR DAILY ACTIVITIES (*TANYA TEMAN SATU KELOMPOKMU TENTANG KEGIATAN SEHARI-HARI MEREKA*)

Your Friends' name	Daily Activities	time
		
		
		
		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Pertemuan ke-3 Siklus 1

Identitas Sekolah

Nama : SD N Adisucipto II
 Kelas : IV
 Aspek/Keterampilan : **Membaca**
 Topic : Daily Activities
 Alokasi Waktu : 2 x 35 menit
 Jumlah Siswa : 34 anak

A. Standar Kompetensi **Membaca**

7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas.

B. Kompetensi Dasar

7.1 Membaca nyaring dengan ucapan yang tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana

C. Tujuan Pembelajaran

Setelah kegiatan pembelajaran, siswa dapat membaca kalimat sederhana dengan nyaring secara tepat dan berterima.

D. Indikator

Siswa mampu:

1. Membaca waktu dengan tepat dan berterima.
2. Membaca kalimat dengan nyaring, tepat dan berterima.
3. Membaca teks dengan nyaring, tepat dan berterima.

E. Materi

Function: Habitual Actions

Pembelajaran

Input text

Tony's Daily Activities

Tony is a diligent student. In the morning, he wakes up at six o'clock. He goes to school at a half past six. He comes back home at a quarter to one.

In the evening, he does his homework at seven o'clock. He sleeps at nine o'clock.

'tu:ni: ɪz ə 'dɪlədʒənt 'stu:dənt/ 'ɪn ðə 'mɔ:niŋ/ 'hi: 'weɪks 'əp ət 'sɪks [o'clock.]
/ 'hi: 'gu:s tə 'sku:l ət ə 'hæf 'pæst 'sɪks/ 'hi: kəms 'bæk 'hoʊm ət ə 'kwɒtər tə
'wən/ 'ɪn ði: 'i:vnɪŋ/ 'hi: 'doʊz (h)ɪz 'hoʊm, wɜ:k ət 'sevən [o'clock.]/ 'hi: 'sli:p ət
'naɪn [o'clock.]/

Grammar

- Simple Present Tense: S + V/Vs + O/Adv
- Pronoun: He or She

Vocabulary

Number: one – twelve

Time: a half past [ə 'hæf 'pæst], a quarter past [ə 'kwɒtər 'pæst], a quarter to [ə 'kwɒtər tə],

Verb: wake up ['weɪk 'əp], sleep [sli:p], go to school ['ɡoʊ tə 'sku:l], back home ['bæk 'hoʊm], do homework [du: 'hoʊm, wɜ:k]

Character: Lazy ['leɪzi:], diligent ['dɪlədʒənt], smart ['smɑ:t]

B. Metode PPP (Presentation, Practice, Production)

C. Elemen Reading in Pairs

Pembelajar *A student reads the text and his/her partner listens to*
-an *him/her*

Kooperatif: - **Positive Interdependence:** role interdependence

- **Social Skills/Face to Face Interaction:** speaking and listening to the others



Rally Table

1. The first person read the first sentence.
2. The second person read the first and second sentence.
3. The third person read the first, second and third person.

Positive Interdependence: goal

interdependence, task interdependence

Social Skills/Face to Face Interaction:

- speaking and listening to the others



- *decision-making*

Numbered Head Together

- *A group member from every group is called to comes forward*
- *She/he has a part to read a sentence aloud.*
- *The others continue to read the next sentence.*



Individual/Group Accountability: Assigning each student the person with number.

Positive Interdependence: role interdependence, reward interdependence

Social Skills/Face to Face Interaction: speaking and listening to the others, appreciating the group's achievement

D. Langkah-langkah Kegiatan

Kegiatan Awal

1. Guru menyapa siswa.
 2. Guru memeriksa kesiapan siswa untuk memulai pelajaran.
 3. Guru mengajak siswa berdoa bersama.
 4. Guru memeriksa kehadiran siswa.
 5. Guru memberikan pertanyaan berkaitan dengan pembelajaran hari ini.
- Guru menjelaskan tujuan pembelajaran.

Presentation

1. Guru me-review materi sebelumnya tentang *time* dan *daily activities* dengan tanya jawab.
2. Guru menjelaskan materi tentang kalimat *simple present tense* untuk pronoun he/she.
3. Guru mengecek pemahaman siswa.
4. Guru memberikan teks bacaan pada masing-masing siswa.
5. Guru membaca teks bacaan dengan nyaring dan meminta siswa mendengarkan.
6. Guru meminta siswa menirukan pengucapan guru ketika membaca teks bacaan tersebut.

Practice

7. Guru meminta siswa bekerja berpasangan.
8. Guru meminta siswa membaca teks bacaan bersama pasangannya secara bergiliran.
9. Guru memanggil beberapa siswa untuk membaca teks dengan nyaring di depan kelas.

Production

10. Guru meminta siswa berkelompok.
11. Guru memberikan beberapa teks bacaan untuk masing-masing kelompok.
12. Guru menjelaskan aturan permainan: **Rally Table combined with Numbered Head Together.**
13. Guru meminta kelompok mendiskusikan teks yang mereka pilih untuk dibaca.
14. Guru meminta kelompok menentukan orang ke 1-6.
15. Guru meminta orang pertama kalimat pertama dengan nyaring. Orang kedua membaca kalimat pertama dan kedua dengan nyaring, dan seterusnya.
16. Guru memanggil anggota masing-masing kelompok secara acak.
17. Guru meminta tiap perwakilan membaca teks dengan nyaring.
18. Guru memberikan tiap kelompok penghargaan bagi anggota kelompok yang dapat membacakan teks dengan pengucapan yang berterima.

Kegiatan Akhir

1. Guru memberikan masukan tentang pembelajaran hari ini
2. Guru mengajak siswa merefleksi pembelajaran hari ini
3. Guru menutup pelajaran

E. Media Jam dinding, gambar
Pembelajaran

F. Sumber 1. Clever book by MGMP Depok, Sleman.
Belajar

G. Penilaian

Teknik : Observasi

Bentuk : Performance

Instrumen:

Indikator	nama		
Membaca waktu dengan tepat dan berterima.			
Membaca kalimat dengan nyaring, tepat dan berterima.			
Membaca teks dengan nyaring, tepat dan berterima.			

Sleman, Februari 2013

Guru Mata Pelajaran,

Peneliti,

Riki Sulistiaowati, S.Pd.

Febi Puspitasari

A. Listen and Imitate!



A smart student



A lazy student



A diligent student

B. Do it with your Partner.

For Student A: Practice to read the text aloud with your friend!

For Student B: Check your friend pronunciation!

Take Turn.

Tony's Daily Activities

Tony is a diligent student. In the morning, he wakes up at six o'clock. He goes to school at a half past six. He comes back home at a quarter to one. In the evening, he does his homework at seven o'clock. He sleeps at nine o'clock.



C. Choose one text below and read the text aloud in Rally Table Game.



Text 1

Lina is a dilligent student. In the morning, she wakes up at quarter to five. She goes to school at six o'clock. At a half past twelve, she is back home. She always does her homework at the afternoon. She does it at a quarter past four.



Text 2

Rita is a lazy student. In the morning, she wakes up at a half past six. She goes to school at a quarter to seven. At home, she sleeps at three o'clock. She wakes up at a half past five. In the night, she is difficult to sleep. She always sleeps at twelve o'clock.



Text 3

Dedy is a smart student. In the morning, he wakes up at a half past four. At five o'clock, he studies. He goes to school at a half past six. He backs home at a quarter past twelve. He sleeps at two o'clock. At four o'clock, he wakes up. And then, he does his homework at seven o'clock.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Pertemuan I Siklus 2

Identitas Sekolah

Nama : SD N Adisucipto II
 Kelas : IV
 Aspek/Keterampilan : **Mendengarkan**
 Topic : Animal
 Allocation : 2 x 35 menit
 Number of students : 34 anak

A. Standar Kompetensi **5. Mendengarkan**

Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas

B. Kompetensi Dasar

5.1 Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan

C. Tujuan Pembelajaran

Setelah kegiatan pembelajaran, siswa dapat merespon instruksi secara berterima.

D. Indikator

Siswa mampu:

1. meniru pengucapan guru dengan benar.
2. Menandai gambar yang benar
3. Menggerakkan badannya sesuai dengan instruksi guru.

E. Materi

1. *Language Function*

Pembelajaran

Responding instruction: Let's Jump, Let's run, Let's walk, Let's swim, Let's climb

2. Vocabulary

Animals: a zebra, a tiger, a bird, a lion, a horse, a monkey, an elephant

Movements: jump, run, walk, climb, swim

3. Grammar

Let's + verb infinitive

B. Metode PPP (Presentation, Practice, Production)

C. Elemen **Listen and Sign**

Pembelajar

-an

Kooperatif

1. *Listen to the teacher's instruction*

2. *Sign the pictures whether the pictures match the instruction or not.*

-Individual Accountability: *Doing the pair tasks*

-Positive Interdependence: *Goal Interdependence*

Numbered Head Together

1. *Discuss to make the group's version of some animals' movements*

2. *Come forward when the teacher called the number of the group members*

3. *Perform your unique movement to respond the teacher's instruction*

- **Individual Accountability:** *Representing the group to respon the teacher's instuction individually.*

- **Positive Interdependence:** *Goal interdependence*

- **Social Skills/Face to Face Interaction:** *appreciating the others; speaking and responding to the others.*



D. Langkah-langkah Kegiatan

KegiatanAwal

1. Guru menyapa siswa.
2. Guru memeriksa kesiapan siswa untuk memulai pelajaran.
3. Guru mengajak siswa berdoa bersama.
4. Guru memeriksa kehadiran siswa.

5. Guru memberikan pertanyaan berkaitan dengan pembelajaran hari ini.
6. Guru menjelaskan tujuan pembelajaran.

Presentation

1. Guru menunjukan gambar hewan dan memberikan penjelasan kepada siswa.
2. Guru memperkenalkan materi baru tentang nama-nama hewan dengan menggunakan gambar.
3. Guru mengecek pemahaman siswa dengan tanya jawab.
4. Guru memperkenalkan kosakata tentang gerakan-gerakan hewan dengan gambar.
5. Guru mengecek pemahaman siswa dengan tanya jawab.

Practice

6. Guru meminta siswa bekerja berpasangan.
7. Guru mendistribusikan lembar kerja untuk masing-masing pasangan.
8. Guru menjelaskan cara permainan: "Listen and Sign"
9. Guru memberikan instruksi serta meminta siswa mendengarkan dan mendiskusikan jawabannya dengan pasangannya.
10. Guru meminta setiap pasangan menandakan gambar berdasarkan instruksi.

Production

11. Guru meminta siswa berkelompok.
12. Guru meminta tiap kelompok mendiskusikan gerakan animal berdasarkan gaya khas kelompok masing-masing.
13. Guru meminta tiap kelompok menentukan orang ke 1 – 5.
14. Guru menjelaskan instruksi permainan: Numbered Head Together.
15. Guru memanggil orang ke 1,2,3,4,atau 5 tiap kelompok untuk maju di depan kelas.
16. Guru memberikan instruksi tentang beberapa gerakan.
17. Guru meminta tiap orang ke 1, 2,3,4, atau 5 merespon instruksi dengan menampilkan gerakannya.

Kegiatan Akhir

1. Guru memberikan masukan tentang pembelajaran hari ini
2. Guru mengajak siswa merefleksi pembelajaran hari ini
3. Guru menutup pelajaran

E. Media
Pembelajaran

Gambar

F. Sumber
Belajar

1. Clever book by MGMP Depok, Sleman.
2. [Cooperative Learning and Task-Based Learning](#), Ade Tuty Anggraeni, Januari 2010, diunggah dari <http://imoed-forum.blogspot.com> pada 6:11

G. Penilaian

Teknik: Observasi

Bentuk : Performance

Instrumen:

Indikator	nama		
meniru pengucapan guru dengan benar.			
Menandai gambar yang benar			
Menggerakkan badannya sesuai dengan instruksi guru.			

Sleman, April 2013

Guru Mata Pelajaran,

Peneliti,

Riki Sulistiawati, S.Pd.

Febi Puspitasari

A. Listen and Point**Part 1. Name of Animals****Part B. The Animal Movements**

B. Listen and thick or cross

Do it with your friend. (kerjakan dengan temanmu)

Give thick (V) in the box if the picture matchs to the teacher's instruction. Give (X) if the picture doesn't match to the instruction. (beri tanda (V) jika gambar yang kamu dengar sesuai dengan instruksi guru. Berika tanda (X) jika gambar tidak sesuai dengan instruksinya.)



Listening

Listen and tick (✓) or cross (X).



1.



2.



3.



4.



5.



6.



7.



8.



Teacher/parent note : This activity reinforces positive instructions related to common action verbs. Pupils listen to the instructions and decide whether they match the pictures.

C. Listen and Show Your Movement

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Pertemuan ke-2 Siklus 2

Identitas Sekolah

Nama : SD N Adisucipto II
 Kelas : IV
 Aspek/Keterampilan : **Membaca**
 Topic : Family
 Allocation : 2 x 35 menit
 Number of students : 34 anak

A. Standar Kompetensi Membaca

1. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas.

B. Kompetensi Dasar 7.1 Memahami kalimat dan pesan tertulis sangat sederhana.

C. Tujuan Pembelajaran Setelah kegiatan pembelajaran, siswa dapat merespon instruksi secara berterima.

D. Indikator Siswa mampu:

1. Memberikan tanda sesuai dengan anggota keluarga yang mereka miliki.
2. Menulis nama anggota keluarga mereka pada kalimat yang belum lengkap.
3. Menggambar pohon keluarga berdasarkan teks bacaan.

E. Materi
Pembelajaran

1. Text Type : Descriptive Text

Generic Structure:

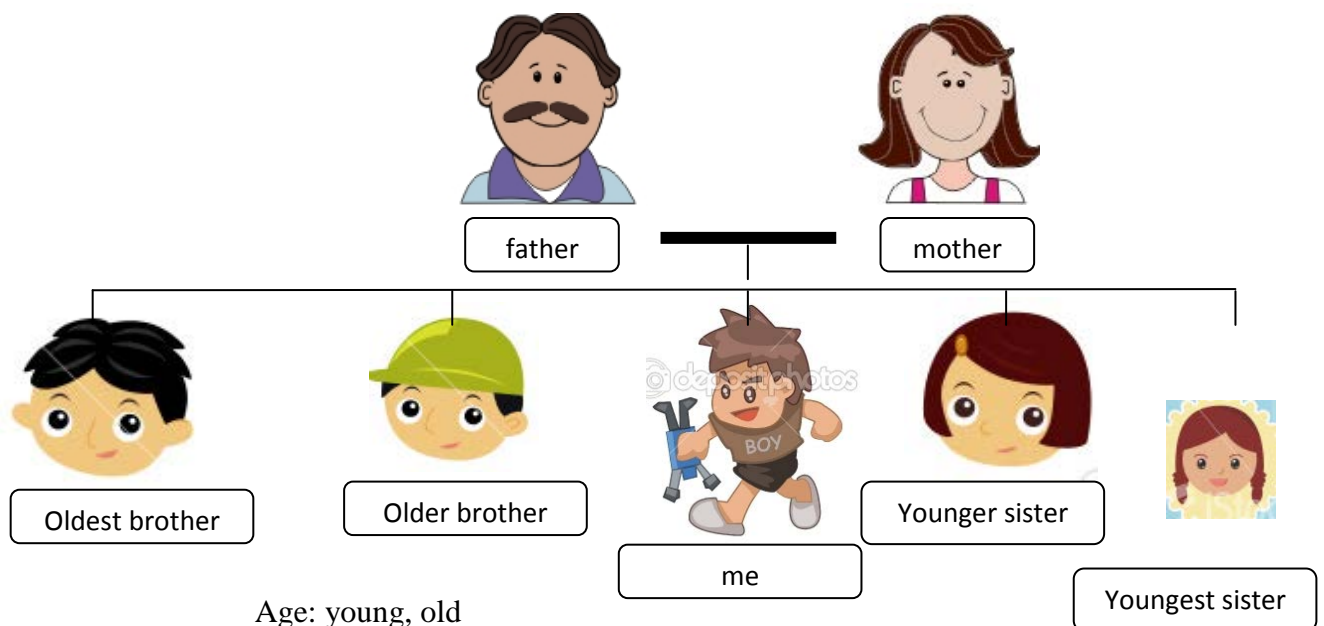
- a. Identification
- b. Description

Input Text: **Describing Families**

My Family

It is about my Family. My father is Mr. Wibowo. My mother is Mrs. Kartika. My oldest brother is Reno. My older brother is Reynold. My younger sister is Vika and My youngest sister is Vira.

Vocabulary: family



3. Grammar

- Possessive Pronoun

e.g My mother, My older brother.

- Simple Present Tense: S + to be (is, am, are) + C

e.g. My father is Mr. Ahmad.

My older brother is Seto.

- Degree of Comparison:

Comparative degree: Adj + er,

e.g younger

Superlative degree: Adj + est,

e.g oldest

4. Song

Hand Family

Finger father, finger father how are you?

Here I am, here I am, how do you do?

Finger mother, finger mother how are you?

Here I am , here I am, how do you do?

Finger brother, finger brother, how are you?

Here I am, here I am, how do you do?

Finger sister, finger sister, how are you?

Here I am , here I am, how do you do?

Finger baby, finger baby, how are you?

Here I am, here I am, how do you do?

B. Metode

PPP (Presentation, Practice, Production)

C. Elemen

Partner Task: *Giving check to the table based on the reading text*

Pembelajar

- **Positive Interdependence:** *role interdependence*

-an

- **Social Skills/Face to Face Interaction:** *speaking and listening to the others*

Kooperatif

Individual Task: *Writing the names of the students' family members.*

- **Individual Accountability:** *doing the individual task*

Group Project

1. *Read the reading text*

2. *Choose the pictures based on the text*

3. *Draw lines to be a family tree*

4. *Stamp the pictures correctly*

Individual Accountability: *Doing the job based on his/her role in Drawing*

Family Tree Project.

Positive Interdependence: *Role interdependence*

Social Skills/Face to Face Interaction:
Practicing the skills to ask for and give help to the others.

Practicing skills of listening to the others.



D. Langkah-langkah Kegiatan

KegiatanAwal

1. Guru menyapa siswa.
2. Guru memeriksa kesiapan siswa untuk memulai pelajaran.
3. Guru mengajak siswa berdoa bersama.
4. Guru memeriksa kehadiran siswa.
5. Guru memberikan pertanyaan berkaitan dengan pembelajaran hari ini.
6. Guru menjelaskan tujuan pembelajaran.

Presentation

7. Guru menunjukan gambar anggota keluarga dan memberikan penjelasan kepada siswa
8. Guru memperkenalkan kosakata baru menggunakan gambar.
9. Guru mengecek pemahaman siswa dengan tanya jawab.
10. Guru mendemonstrasikan lagu "Finger Family".
11. Guru meminta siswa menyanyikan lagu "Finger Family".

Practice

12. Guru mendistribukan lembar kerja kepada tiap siswa.
13. Guru meminta siswa bekerja dengan pasangan satu meja.
14. Guru meminta siswa memberikan tanda check pada kata yang menunjukan anggota keluarga yang mereka miliki.
15. Guru meminta siswa menulis nama anggota keluarga mereka di kalimat yang belum lengkap.
16. Guru memberikan feedback tentang hasil pekerjaan siswa.

Production

17. Guru meminta siswa bekerja berkelompok dengan posisi duduk berdasarkan Group Seating Map.
18. Guru memberikan lembar kerja pada tiap kelompok.
19. Guru meminta tiap kelompok mendiskusikan pembagian peran, yaitu sebagai pengatur gambar, penempel gambar, pembuat garis, dan illustrator.
20. Guru meminta tiap kelompok melakukan perannya dalam menggambar pohon keluarga berdasarkan teks bacaan.
21. Guru meminta kelompok mengerjakan tugas selama 15 menit.

Kegiatan Akhir

1. Guru memberikan masukan tentang pembelajaran hari ini
2. Guru mengajak siswa merefleksi pembelajaran hari ini
3. Guru menutup pelajaran

E. Media Pictures
Pembelajaran

F. Sumber Clever book by MGMP Depok, Sleman.
Belajar







G. Penilaian Teknik: Observasi
Bentuk : Performance
Instrument:





Indikator	nama		
Memberikan tanda sesuai dengan anggota keluarga yang mereka miliki.			
Menulis nama anggota keluarga mereka pada kalimat yang belum lengkap.			
Menggambar pohon keluarga berdasarkan teks bacaan.			

My Family

It is about my Family. My father is Mr. Wibowo. My mother is Mrs. Kartika. My oldest brother is Reno. My older brother is Reynold. My younger sister is Vika and My youngest sister is Vira.

A. Read the Text and Give a tick (V) to the pictures of his group members.

					
a father	a mother	The oldest brother	The oldest sister	older brother	older sister
✓	✓				

			
younger brother	younger sister	The Youngest brother	The Youngest sister

B. WRITE THE NAME OF YOUR FAMILY MEMBERS.

(Jawablah dengan menulis nama anggota keluargamu.)

My Family

My Father is Mr. ...

My Mother is Mrs. ...

My oldest brother is ...

My oldest sister is ...

My older brother is ...

My older sister is ...

My Younger brother is...

My Younger sister is ...

My Youngest brother is ...

My Youngest sister is ...

Group no.

Mention Your Role (*Sebutkan Peranmu*)

1. Pilih Gambar/Penulis:
2. Penempel Gambar:
3. Penggambar Pohon Keluarga:
4. Pembuat Dekorasi Pohon Keluarga:















Draw a Family Tree below! (*Gambarlah Pohon Keluarga di bawah ini*)

READING TEXT BASED ON THE NUMBER OF GROUP

Reading Text

They are my Family. My Father is Mr. Seto. My Mother is Mrs. Sari. My Older brother is Reno. My Older Sister is Vika and my Younger Brother is Reynold.	Group 1
It is about my Family. Mr. Reza is my father. My Mother is Mrs. Fidya. Dina is my older sister. Tio is my older brother. I have no younger sister or brother.	Group 2
I love my family. Feri is my older brother. Sera is my Younger sister. My Parents are Mr. Ahmad and mrs. Laila	Group 3
They are my Family. My Father is Mr. Seto. My Mother is Mrs. Sari. My Older brother is Reno. My Older Sister is Vika and my Younger Brother is Reynold.	Group 4
It is about my Family. Mr. Reza is my father. My Mother is Mrs. Fidya. Dina is my older sister. Tio is my older brother. I have no younger sister or brother.	Group 5
I love my family. Feri is my older brother. Sera is my Younger sister. My Parents are Mr. Ahmad and Mrs. Laila	Group 6
It is about my Family. Mr. Reza is my father. My Mother is Mrs. Fidya. Dina is my older sister. Tio is my older brother. I have no younger sister or brother.	Group 1

The Stamped Pictures for Drawing A family Tree

 Mr. Reza	 Mrs. Laila	 Reynold	 Sera
 Mr. Ahmad	 Mrs. Fidya	 Tio	 Vika
 Mr. Seto	 Mrs. Sari	 Reno	 Dina
	 Me	 Feri	

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Meeting 3 Cycle 2

Identitas Sekolah

Nama : SD N Adisucipto II
 Kelas : IV
 Aspek/Keterampilan : **Menulis**
 Topic : Family
 Allocation : 2 x 35 menit
 Number of students : 34 anak

A. Standar Kompetensi **8. Menulis**

Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas

B. Kompetensi Dasar 8.1 Menyalin tulisan bahasa Inggris sangat sederhana secara tepat dan berterima seperti ucapan selamat dan pesan tertulis

C. Tujuan Pembelajaran Setelah kegiatan pembelajaran, siswa dapat menyalin ucapan selamat terima kasih secara tepat dan berterima.

D. Indikator Siswa mampu:

1. Menyebutkan bagian-bagian kartu ucapan terima kasih.
2. Melengkapi kartu ucapan terima kasih.
3. Menyalin ucapan selamat terima kasih.

E. Materi 1. Functional Text: Thank You Card

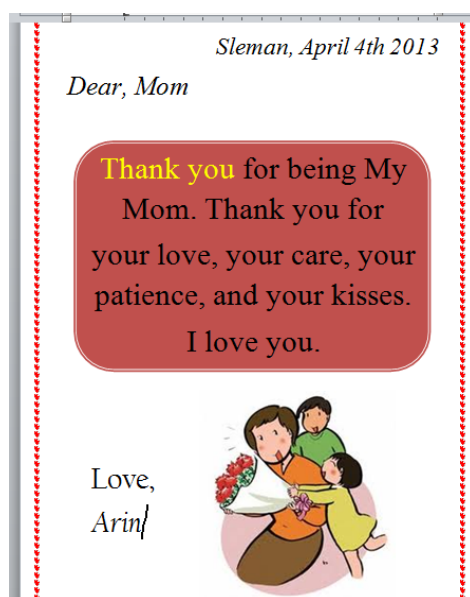
Pembelajaran

Structure:

2. Address and date
3. Greeting (Dear, ...)
4. Introduction: Saying thank

5. Body: Indication of enjoyment for giving thank
6. Conclusion
7. Closing (with love, love from, best wishes, warmest wishes)
8. Signature

Input Text:



2. Vocabulary

Family Members: Mom, Dad

Noun : care, love, patience, kisses

3. Grammar

Possesive Pronoun: e.g your care, your love

B. Metode

PPP (Presentation, Practice, Production)

C. Elemen

Pair Task: *Completing the thank you card*

Pembelajar

- ***Positive Interdependence:*** role interdependence

-an

- ***Social Skills/Face to Face Interaction:*** speaking and listening to the

Kooperatif

others

Individual Task

1. *Copy one of the examples of thank you cards.*
2. *Decorate as his/her desire.*
3. *Share the pack of the colour pencils.*



- Individual Accountability: *Doing the individual task in the limited time.*

- Positive Interdependence: *Independence in the tools*

Social Skills/Face to Face Interaction: *Practicing social skills by sharing and saying thank you.*

D. Langkah-langkahKegiatan

KegiatanAwal

1. Guru menyapa siswa.
2. Guru memeriksa kesiapan siswa untuk memulai pelajaran.
3. Guru mengajak siswa berdoa bersama.
4. Guru memeriksa kehadiran siswa.
5. Guru memberikan pertanyaan berkaitan dengan pembelajaran hari ini.
6. Guru menjelaskan tujuan pembelajaran.

Presentation

1. Guru me-review pembelajaran sebelumnya dengan tanya jawab.
2. Guru menunjukan poster thank you card pada siswa.
3. Guru menjelaskan bagian-bagian thank you card.

Practice

4. Guru meminta siswa bekerja berpasangan.
5. Guru memberikan siswa lembar kerja.
6. Guru meminta siswa melengkapi kartu ucapan terima kasih.
7. Guru dan siswa memeriksa hasil pekerjaan bersama-sama.

Production

8. Guru meminta siswa duduk dalam kelompok.
9. Guru memberikan kertas untuk tiap siswa.

10. Guru memberikan contoh thank you cards untuk tiap siswa.
11. Guru meminta siswa memilih salah satu teks ucapan.
12. Guru meminta siswa mengatur strategi untuk berbagi pewarna.
13. Guru meminta siswa menyalin kartu dan mendekorasi kartu.
14. Guru meminta siswa mengumpulkan hasil pekerjaan mereka.
- 15.** Guru meminta siswa memberikan kartu pada orang tua mereka.

Kegiatan Akhir

1. Guru memberikan masukan tentang pembelajaran hari ini
2. Guru mengajak siswa merefleksi pembelajaran hari ini
3. Guru menutup pelajaran

E. Media Poster kartu Ucapan, kertas, pewarna.
Pembelajaran

F. Sumber 1. *How to Write the Perfect Thank-You Letter*. By Alice Feathers, M.A.
Belajar retrieved at <http://www.writeexpress.com/perfect-thank-you-letter.html>.

G. Penilaian Teknik: Observasi
Bentuk : Performance
Instrument:

Indikator	nama		
Menyebutkan bagian-bagian kartu ucapan terima kasih.			
Melengkapi kartu ucapan terima kasih.			
Menyalin ucapan selamat terima kasih.			

Sleman, April 2013

Guru Mata Pelajaran,

Peneliti,

Riki Sulistiawati, S. Pd

Febi Puspitasari

Practice

Fill the thank you card with the words in the box. (Isi kartu terima kasih ini dengan kata-kata dalam kotak)

Mom and Dad I always love you
 Lots of love, you give me love, patience, care, and everything
 Jogja, April 6th, 2013 I Thank you

.....

Dear,

.....

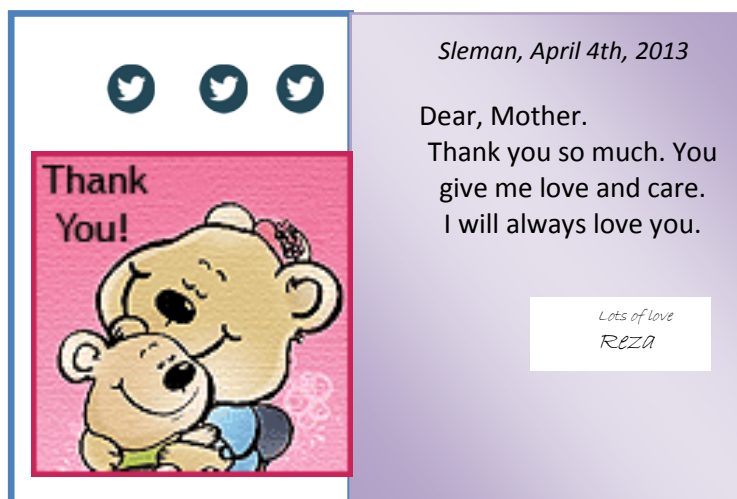
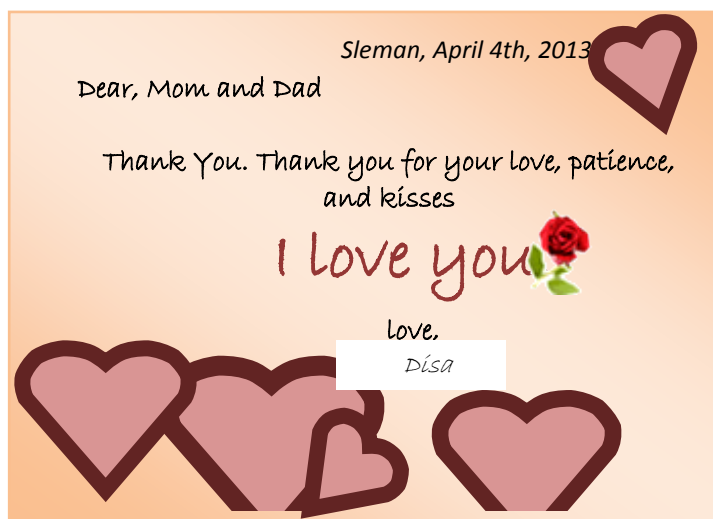
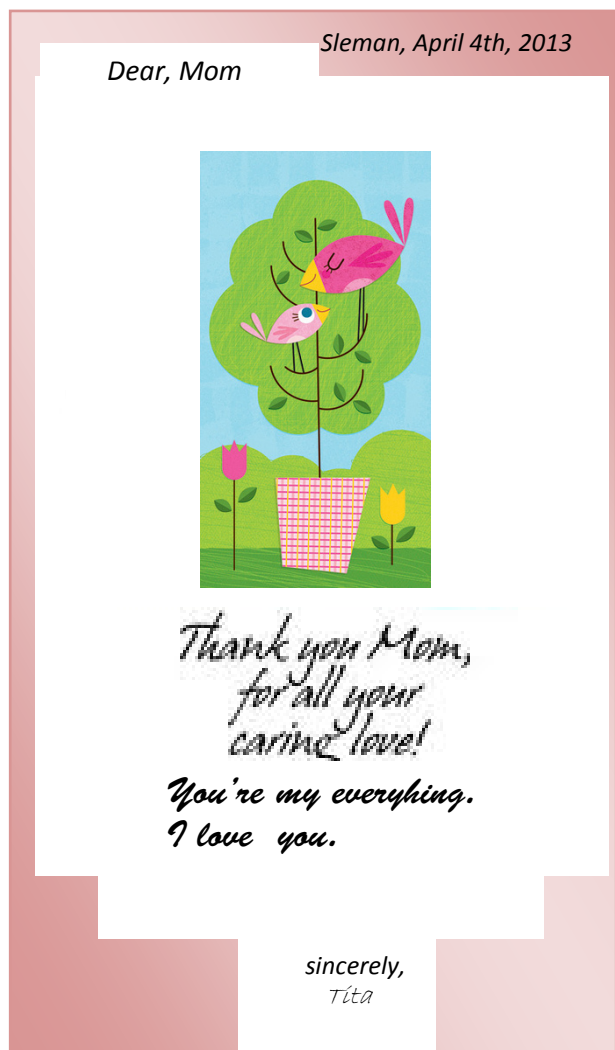
..

.....

.....

.....,
Daniel

The Choices of Thank You Card to be Copied



Photoes of Learning Activities during the Actions and Obsevation



Picture 1. A group discusses the animal's movement.



Picture 2. The students are engaged in the group activity (the right side)



Picture 3. The students are engaged in the group activity. (The left side)



Picture 4. A group has a discussion.



Picture 5. Two students have a discussion to do the assignment.



Picture 6. A group member does her role with the help of the others.



Picture 7. The students raises their hand to respond the quiet signal.



Picture 8. Every group member raises his/her hand to respond the quiet signal.



Picture 9. The teacher assists a group.



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/952/V/1/2013

Membaca Surat : Kasubag Pendidikan FBS UNY Nomor : 0113e/UN.34.12/DT/II/2013
Tanggal : 28 Januari 2013 Perihal : Permohonan Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : FEBI PUSPITASARI NIP/NIM : 08202241006
Alamat : Karangmalang, Yogyakarta 55281
Judul : IMPROVING STUDENTS' ENGAGEMENT IN A BIG CLASS BY USING COOPERATIVE LEARNING FOR THE 4TH GRADE AT SDN ADISUCIPTO II IN AN ACADEMIC YEAR OF 2012/2013
Lokasi : SD N Adisucipto II Kota/Kab. **SIEMAN**
Waktu : 31 Januari 2013 s/d 30 April 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprovo.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprovo.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 31 Januari 2013

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Ub.

Kepala Biro Administrasi Pembangunan



Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman c/q Ka. Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Kasubag Pendidikan Fak. Bahasa dan Seni UNY Yk